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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Complete kindergarten program. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters. The portion which outlines the curriculum content is divided into nine types of "becoming experiences" --communicative, numerical, scientific, social, physical, musical, artistic, creative-dramatic, and audio-visual. The guide is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: Detailed lists of activities are included under each of the nine above-mentioned categories. In some categories, groups of activities are correlated with specific objectives. Guidelines for organizing a 3-hour program and several sample schedules are included. INSTRUCTIONAL MATERIALS: The guide contains an extensive list of necessary equipment and materials. There are short bibliographies at the end of each chapter or section. STUDENT ASSESSMENT: It is suggested that evaluation be limited to informal conferences with parents. Guidelines for holding conferences are included. (RT)

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KINDERGARTEN

A YEAR OF BECOMING

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A Guide for Teachers

Publication No. 135G

1968 Edition

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Hubert Wheeler
Commissioner of Education

TABLE OF CONTENTS

STATE BOARD OF EDUCATION iv

ADMINISTRATIVE ORGANIZATION FOR DEVELOPING THE KINDERGARTEN GUIDE v

FOREWORD vii

HISTORICAL OVERVIEW viii

GUIDELINES FOR A YEAR OF BECOMING 1

Quotes Basic to the Committee's Beliefs 2
Basic Beliefs of the Committee 3
Why? The Significance of Kindergarten 4

KINDERGARTEN: A PLACE OF BECOMING 6

What is the Kindergarten? 6
"Things" Which Aid Becoming 6

WHO IS TO BECOME? — The Five-Year-Old Child 14

Characteristics, Needs, Experiences 14

THOSE WHO GUIDE THE BECOMING 16

Administrators and Staff 16
Teachers 16
Parents 17

LEARNING ACTIVITIES CONDUCIVE TO BECOMING 21

PROCESS OF BECOMING 22

PROGRAMMING BECOMING EXPERIENCES 23

BECOMING EXPERIENCES 28

Communicative 28
Numerical 36
Scientific 43
Social 53
Physical 63
Musical 69
Artistic 78
Creative—Dramatic 87
Audio-Visual 90

BECOMING SIX YEARS OLD 95

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FOREWORD

Kindergarten education is now legally an integral part of the public school program. The Seventy-fourth General Assembly enacted permissive legislation in June 1967.

This revision of the 1949 Kindergarten Education Guide should prove to be helpful in the implementation of the new kindergarten law; however, the kindergarten program is not new to Missouri. The first public school kindergarten was established in St. Louis nearly one hundred years ago. During the past year nearly one-half of the six-director districts in the State have operated kindergarten through either local or Federal support—Title I, Public Law 89-10. Since the recent legislation provides for complete funding under the Missouri Foundation Program of financing public education, it is expected that all districts will ultimately provide an educational program for the five year olds.

After reviewing the contents of this publication, it is evident that it is not only timely but in keeping with the recent trends in early childhood education. The fine work of the study production committee responsible for developing this guide is acknowledged. Their interest, ability and effort applied to this task are appreciated.

The future of the kindergarten is legally assured. The improvement of existing programs and quality of the future programs should be enhanced if the philosophy, purposes, and procedures, as suggested in the guide, are implemented by the teachers and supported by the school administration.

Hubert Wheeler

HUBERT WHEELER
Commissioner of Education

HISTORICAL OVERVIEW

Kindergarten, historically, has referred to a specialized school for the five year old child is which he learns naturally through his own activities. The philosophic roots of kindergarten practices stem from Friedrich Froebel's revolt against the traditional education of the early nineteenth century education which emphasized memory, recitation, and passive quiescence of the child's mind and body.

Froebel's philosophy, based on democratic concepts of government, was implemented in America when Mrs. Carl Schulz opened a private kindergarten in Watertown, Wisconsin in 1855. In this school, children were involved in such self-active processes as experimentation, construction, excursions, discovery and invention. In 1860, Elizabeth Peabody opened her kindergarten in Boston, Massachusetts and, shortly, many private philanthropic and religious groups began opening kindergartens in the slums of burgeoning American cities in the hope that they might be used as a means of social regeneration. Kindergarten teachers assumed responsibility not only for teaching the children but they were also social workers enthusiastically seeking medical and welfare aid for the needy.

These endeavors soon became economically unfeasible for private and religious groups and the public schools were called upon to incorporate the kindergarten into their educational organization. William T. Harris, Superintendent of the Saint Louis Public Schools, led the way when he permitted Susan Elizabeth Blow to found the first public school kindergarten in 1873.

The inclusion of the kindergarten in the public schools provided continuous education for younger children but created considerable conflict and misunderstanding within many school systems. In the beginning, primary teachers were critical of the approach and methods used in the kindergarten, but gradually primary teachers accepted the kindergarten and embraced the movement in theory and practice. Through a mutual exchange of ideas, members of the Association for Childhood Education reached a consensus regarding the purposes and practices of kindergarten education.

Because of the lack of legal status and state funding, the movement advanced slowly. Gradually, individual states initiated legal status and funding of kindergarten education as an integral part of public education. In this transition, Missouri school administrators realized the importance of learning in the early years and initiated ways and means of supporting kindergarten education through local taxation.

In 1967, the Seventy-fourth General Assembly enacted permissive legislation (ninety-four years after the first kindergarten was established in Missouri) to make kindergarten education a legal and integral part of public education, funded on the same basis as other grades.

The crucial concern now and for the future lies in the format and function which will be developed in the public school kindergartens. If local implementation of this permissive legislation specifies kindergarten as an extension downward of first grade education, it will meet neither the spirit of the law nor the basic philosophy as expressed by the Committee responsible for developing this guide. The philosophy, purpose, and practices as expressed in this guide are representative of the beliefs held by early childhood educators at the state and national levels.

It seems appropriate in this very brief historical statement to express our appreciation and thanks to Governor Warren E. Hearnes and the legislators who sponsored, supported, and enacted permissive legislation pertaining to kindergarten education during the Seventy-fourth session of the Missouri General Assembly—Senate Bill 46. The future of this centurial movement in education now becomes the responsibility of school administrators and early childhood educators. The intent of this publication is to serve as a guide in the implementation of the current legislation and to aid teachers in planning suitable experiences for the five year olds of Missouri.

GUIDELINES FOR A YEAR OF BECOMING

"The process of growth is the process of becoming a person. Being a person is different."

Dr. Abraham H. Maslow, Chairman, Department of Psychology, Brandeis University Waltham, Mass.

GUIDELINES FOR KINDERGARTEN: A YEAR OF BECOMING

Quotes Basic to the Committee's Beliefs

Professionally supportable kindergarten programs cannot be obtained by pushing down traditional type primary work in teacher-dominated rooms just because children have been admitted to school at an earlier age.

The qualified teacher views himself as a promoter of child development. While he is aware of the curriculum of the primary grades, he is also aware that his own curriculum is equally distinctive and important . . . Teaching is helping children develop a way of learning rather than merely filling them with factual knowledge.[1]

What is known about the unique nature of development suggests that group situations should be small so that children may build their individual patterns with confidence. Young children depend upon many one-to-one relationships for significant communication and trust. Small groups and sub-groups enable teachers to do more appropriate and more careful planning for each child as he shows a need. Herding together large groups of children in routinized programs denies the basic value of good education for young children and serverely limits the communication process so essential to good teaching.

Early childhood educators have found informality, diversity of achievement goals, encouragement of the child's spontaneous interests and resources, and learning through playful manipulation and discovery to be among the more productive teaching techniques for children in the U. S.

The best help the teacher can give a child with personal problems is to help his parents accept him as he is and provide supportive guidance at home.[2]

Readiness is an educational concept concerned with the timeliness of what we wish to teach the child in the light of his ability to make use of it.[3]

The individual can read with comprehension only what has been firmly established in his experience. Until he has acquired a considerable background of concepts, mere verbal response to symbols has no value.[4]

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[1] *Toward Better Kindergartens* (Washington, D. C.: ACEI, 1966), pp. 13 and 14.
[2] *Basic Propositions for Early Childhood Education* (Washington, D. C.: ACEI, 1966), pp. 5, 7, and 10.
[3] Millie Almy, *Child Development* (New York: Holt, Rinehart & Winston, Inc., 1955).
[4] Helen Heffernan, *Reading in the Kindergarten* (ACE1 Membership Service Bulletin, 1962).

GUIDELINES FOR A YEAR OF BECOMING

Basic Beliefs of the Committee

We believe:

- that the basic purpose of kindergarten education is to offer a comprehensive program of developmental experiences which enhances each child's self-esteem and fosters his eagerness to learn through successful participation.

- that five year olds learn best through meaningful experiences in an informal atmosphere.

- that the child's self-image is the crucial factor which facilitates or debilitates his intellectual, physical, social and emotional development.

- that the session should be three hours in length with a teacher-pupil load not to exceed 25 children in a single classroom. (Full-day kindergarten is yet to be considered as an exception from standpoints of purpose, practice, and policy; however, such is reported to be psychologically sound.)

- that kindergarten education is basically for the five-year-old group; however, there is a trend toward including a program for the four year old.

- that kindergarten classes should be heterogeneously grouped, scrupulously avoiding grouping on an economic or ability basis.

- that kindergarten teachers graduated after 1973 should hold a B. S. degree with a major in Early Childhood Education. We believe that the State Department of Education should require kindergarten teachers, without formal training in Early Childhood Education, to earn six to eight hours credit in this area not later than 1970.

- that there are appropriate experiences and activities which professional kindergarten teachers provide to develop the child's understandings, skills, and feelings. *Only the most inadequate programs use workbooks, ditto sheets, and other stereotyped patterns.*

- that effective programs for the five year old are based on the teacher's understanding of child growth and development.

- that any school adding kindergarten education to the curriculum should consider this phase of education as an integral part of the K-12 program.

GUIDELINES FOR A YEAR OF BECOMING

Why? The Significance of Kindergarten

The kindergarten year is a vitally important period in the whole school life of the child. For most children, this year marks the first educational experience outside the family circle and lays a foundation for all of the school experiences to follow. It is vital that these initial experiences be rewarding to the child and establish a positive feeling toward school life.

Purposes

The kindergarten is a laboratory where the child learns who he is, what he is, and what he can do individually and as a group member. A laboratory situation emphasizes that each child's total growth is appropriate for his individual capacities, his maturity level, and his unique personality such as:

Social Emphasis

Helping the child become aware of the need for group participation.

Providing opportunities for self-management within group living.

Satisfying relationships with children and adults.

Developing an appreciation for the contributions and rights of others.

Intellectual Emphasis

Activities through which a child may develop a wide variety of interests.

Activities which help the child seek answers to his questions through observation and inquiry.

Activities to help the child develop a gradual increase in span of interest and attention.

Activities which expand his understanding of his language.

Emotional Emphasis

Helping each child feel he is a person of worth, who can accomplish things of importance for which others respect him.

Helping each child make a satisfying transition from home to school.

Providing an atmosphere of friendliness and understanding.

Helping each child feel wanted, accepted and secure.

Helping each child become increasingly independent and able to meet new situations with confidence.

Providing outlets for release of emotional tension through physical activity.

Providing for aesthetic and creative expression.

Physical Emphasis

Child's acceptance of responsibility in caring for his personal needs.

A safe school environment for work and play and development of safety habits.

Muscular coordination through the use of suitable activities and equipment.

Informal experiences to develop the child's visual and auditory discrimination.

Emphasize alternate periods of activity and quiet.

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KINDERGARTEN: A PLACE OF BECOMING

What is the Kindergarten?

Kindergarten is a place where many learnings occur every day through planned and incidental experiences.

Kindergarten provides the beginnings of democratic living where children learn to live with respect and consideration for people and property.

Kindergarten provides an atmosphere where children can be themselves, with freedom to explore, to experiment, to find the "whys" and "hows" of their environment.

Kindergarten provides a curriculum as broad as life itself and *should not be broken up into small subject matter areas.*

Kindergarten activities and experiences provide for immediate needs.

Kindergarten is a child's home away from home.

Kindergarten is an attractive, inviting place with a variety of interest centers.

"Things" Which Aid Becoming

The Physical Environment:

The physical facilities of the kindergarten are an important part of kindergarten education. "Children learn what they live and thus every aspect of the school life becomes a part of the curriculum and a concern of the people involved in planning the kindergarten facilities. The maintenance and development of optimum physical and mental health for each child is the major purpose of the kindergarten. School planners are concerned to provide a safe and hygienic school building which conforms to desirable standards of size, heating, lighting, ventilation, and acoustical treatment."[5] It is necessary for the architects to recognize that the kindergarten rooms must be different from other rooms in the school.

Location:

Should be on the ground floor.
Should be in its own building or at one end of the main building.
Should have its own entrance.
Should be away from rooms that will be distracted by noise from the kindergarten.
Should have its own inclusive toilet facilities.
Should have its own adjoining playground.[6]

Floor:

Clean, warm, safe, level, washable, durable and sound absorbing—no bare concrete.
Surface of battleship linoleum, good rubber tile, cork or any comparable surfacing, over concrete or hardwood.
Washable, reversible fiber rug large enough to seat the group of children or permanent carpeting.

[5] Helen Heffernan and Todd, *The Kindergarten Teacher*, Indianapolis: (D. C. Heath and Company, 1960), p. 53.
[6] Wills and Stegeman, adapted from *Living in the Kindergarten, (Chicago: Follett & Company, 1956).*

12 C

Safety and Health Factors:

Fireproof
No stairways
All doors opening outward
No highly polished, slippery floors
Heat guards
Window guards
Window screens

Size of Room:

40 to 60 square feet per child, exclusive of bathroom, supply room and teacher's office
Oblong rather than square
Each room to house 20 to 25 children

Drinking Fountain:

20 to 22 inches high
Easily operated
Bowl constructed to protect children's lips

Toilet Facilities:

Five square feet or more per child
One commode and lavatory for each ten children
Child sized fixtures; toilets, 11 inches high, lavatories, 25 inches high
Located adjoining kindergarten room and playground, with doors leading to each

Individual Storage Space:

One for each child
48 inches high
12 to 14 inches wide
12 to 15 inches deep
Open front; shelf 10 inches from floor; shelf 8 inches from top
Pegs or hooks for clothing

Storage Space:

Open shelves for blocks, art materials, books, etc., which children can get without help
Closed cupboards for miscellaneous materials, resting mats, etc.
Supply room, 10′ by 15′ for reserve materials.

Teacher's Office and Conference Room:

Adjoining kindergarten room, 9′ by 12′
Upper half of wall glass, for observing children while using telephone or otherwise occupied.

Observation Room:

With one wall a one-way vision screen or glass to be used by parents, visitors or students who wish to study children by observation.

Arrangement:

It is not always easy to keep a neat appearing kindergarten room. Yet, if a certain amount of neatness is not maintained, the room will produce a feeling of restlessness in the children. It is also easier for children to learn neatness from seeing it and being in it. There should be a place for everything and the children should learn to replace materials they have used.

Any arrangement of the room should assure plenty of light for looking at books and working at tables. The piano needs to be so placed that the children will have their backs to the light when grouped around it. Fish, animals, birds, etc., need to be in a draft-free location. Work with easel paints, finger paints and clay should be near the sink to facilitate hand washing. Supplies should be so located as to avoid "bottlenecks" when the children are at work. Block play should take place away from the traffic in the room. If possible, the housekeeping area should be situated near the block area to stimulate combined dramatic play. Quiet activities should be arranged away from the traffic in the room and away from noisy play so that the children so engaged will not be disturbed. Woodworking should be isolated from other areas if at all possible. The book corner should be attractively arranged with a table of a different shape from the others in the room. A child's rocking chair lends comfort and a homelike atmosphere.

An area should be "set up" for science materials so that the children can explore it at will. It should also be possible for them to use musical instruments unsupervised at times.

If the teacher has the needs of the children in mind and if she understands the developmental process, she will provide an informal homelike room where the children can feel comfortable and secure.

Equipment

Audio-Visual

accessibility of suitable slides, filmstrips and films to project
availability of moving picture projector, slide projector, opaque projector and screen
collection of suitable pictures for all seasons and activities
collection of recordings for music and rhythms
facilities to darken room in order to show films and slides
flannel board
magnetic board
microphone
pictures—two well selected prints for the wall
record player (3 speed) and earphones
tape recorder and tapes (or availability to one)
view master reels

Balls—various sizes—large — 6

Blocks—large, hollow, preferably without fingerholds—wood — 1 set
interlocking
long boards 3 and 4′ long and 5 and 6″ wide — 6
unit blocks—various sizes and shapes — 1 complete set

Books—wide variety—levels 3 to 7 years (see bibliography) — 50 minimum
add new books each year

reference and encyclopedia	
teacher's books—poetry and story anthologies, professional books and for special occasions	adequate
Bulletin Boards—pinning space should be at the eye level of the child—sufficient in number for teacher's use as well as displaying children's work	
Chairs—design conducive to good posture, light weight seat 11″,13″,15″ high, back 22″ high (stacking)	1 each child
Chalkboard, chalk, erasers—child's eye level	adequate
Clocks—wall	1
wooden play—clock	1
Housekeeping Equipment—	
broom	1
dust pan	1
sponges	1 dozen
waste baskets	as needed
Library Equipment	
book cases—low, moveable or wall shelves	2
chairs	4
rocking chair	1
table—irregularly shaped to distinguish it from others in the room	1
Manipulative Equipment—(well made, sturdy, large and durable)	
abacus	2
beads	3 sets
bean bags	4
boats, cars, trains, trucks (wooden)	adequate supply
cash register	1
construction toys—Lincoln logs, rig-a-jig, shapies, etc.	adequate
dominoes—blocks and picture	1 each
lotto games	3
peg boards	2
planes	3
puzzles—various degrees of difficulty	15 to 20
puzzle case	1
rubber animals and people	1 set each
table blocks	2 sets
thermometer (adjustable)	1
scale	1
wooden animals and people	1 set each
Music Equipment	
autoharp (optional)	1
books—songs and rhythms (see bibliography)	variety
piano	
record player and recordings (see audio-visual materials)	
rhythm instruments—cymbols, drums, jingles, miracas, rhythm sticks, sand blocks, shakers, tambourines, triangles, wood blocks	some of each
scarves for dancing	
Playhouse Equipment—all child, not doll, size	
baby buggy	1
bed	1
chest of drawers—2½′ to 3′ high	1
cookie cutters	as desired
cradle	1

cupboard	1
dishes, cutlery, pots and pans	1 set each
dolls	4
dresser or dressing table	1
dress-up chest and clothes	1
ironing board and iron	1
market basket on wheels	1
mirror—full length	1
refrigerator	1
rocking chair	2
rolling pins	3
sink, work counter and shelves	1
stove	1
sweeping supplies—brooms and dustpans	2 each
table and 4 chairs	1 set
telephones	2
Resting Mats, Rugs or Towels	1 each child
Science Equipment	
animal cages—wood or chickenwire for large animals	as needed
box with screenwire for small animals	
aquarium—5,8,10, gallon—securely mounted	1
compass	1
electrical equipment—such as batteries, buzzers for experimenting	1 set
flowerpots	as needed
globe	1
insect cages	2
magnets—bar and horseshoe	1 each
magnifying glass	2
maps	as needed
prisms	2
terrarium or large glass jar	1
thermometer—indoor-outdoor	1
trays and jars for indoor gardens and plants	as needed
water play tray	1
Storage Space—approximately 40 cu. ft.—divided into shelves of various heights, lengths, and widths—open and closed cupboards—cabinets—block case—picture file	adequate
Tables	
washable tops, 20″ to 22″ high—small (4 to 6 children)	6 to 8
Teachers Equipment	
bookcase	
coat closet or rack	
desk and 2 chairs	
file for permanent records and pictures	
filing cards and folders	
paper cutter	
pencil sharpener	
pinking shears	
scissors	
stapler and staples	
tape—scotch, masking and magic	
telephone (if possible)	
Woodworking Equipment	
clamps	as needed

dowels—various sizes	as needed
hinges	as needed
nails—2,4,6 penny	as needed
sandpaper—coarse and fine	as needed
screws and bolts	as needed
shelf or box for storing wood	adequate
spools	as needed
tools (sturdy—adult)	
brace and bits	1 set
chisel	1
claw hammers	4
cross cut saws	3
drill	1
files	2
planes	2
screw drivers	2
wrenches	1
wood	as needed
work bench and vise	1

Oustide Materials and Equipment

The outdoor playground should:
- be adjacent to the kindergarten room
- be fenced in
- have both grass and paved areas
- be a locked area if possible
- encompass an area of 75 to 200 sq. ft. per child
- include a garden plot and shaded areas

Very interesting and enjoyable equipment may be made by parents. Some such things could be a playhouse, hoops and sticks, walking boards and saw horses.

The children themselves may make such things as tin can stilts, broomstick horses and other simple toys.

The following should be basic outside materials and equipment:

balls (see indoor equipment)	
barrels	as desired
boxes	as desired
cages for outdoor animals	as desired
climbing rope and ladder	as desired
hoops	as desired
jungle gym	1
ladders—wooden and rope	as desired
outdoor storage space	as needed
planks and saw horses	as desired
sand box and sand toys	as desired
skipping ropes	as desired
slide	1
swings	as desired
teeter-totters	as desired
tools for gardening (junior size)	3 sets
tires	2
tricycles	3
wagons	2
water supply	

Indoor Equipment and materials

Art Equipment (per 25 children for 1 school year)

brushes—size 10″ and 12″, both long and short handles	2 doz. long
—widths 1″ and ½″ (some round tips)	½ doz. short
charcoal—1″ wide pieces	2 boxes
clay boards-	as needed
clay flour	100 lbs.
clay containers (galvanized garbage can with airtight lid)	1 can
colored chalk—1″ diameter	½ dozen boxes
crayons—large size	25 boxes
easels—3½′ to 4′ high	2
finger paint—red, yellow, blue, green	1 doz. each
finger paint extender	8 cans
glue (Elmer's)	1 quart
magazines—old, for cutting up	as desired
needles—tapestry	as desired
paper	
bogus—12″x15″ —18″x24″	1 each
brown wrapping paper—36″	1 roll
construction paper—all colors	2 pkgs. each
crepe paper—variety of colors	1 pkg. each
finger paint paper	5 pkgs.
manilla paper—9″x12″, 12″x18″, 18″x24″	2 reams each
newsprint—18″x24″,24″x36″	3 reams each
oak tag—12″x18″	2 pkgs.
tag board—12″x18″	2 pkgs.
tissue paper—variety of colors	1 pkg. each
used newspapers	as needed
wall paper catalogues	as needed
paint (enamel)	as desired
paint brushes—for enamel paints	as needed
paint holders (milk cartons, metal containers, cups, glasses, etc.)	as needed
paint (tempera)—all colors	1 doz. each
paper fasteners	4 boxes
paste	1 gallon
paste (wheat)	5 lbs.
pins, straight and safety	as needed
plasticine	2 doz. boxes
primary pencils	1 dozen
punches	2
rulers	1 doz.
scissors (½ doz. lefties)	25 pairs
spatulas for lifting clay	2
staplers	2
staples	as needed
starch (liquid, for finger painting)	3 qts.
string	large spool
tape (scotch, masking, magic)	2 rolls each
thumbtacks	4 boxes
variety of scraps of materials, trimmings, ribbons	as accumulated
yardstick	2
yarn	as desired

WHO IS TO BECOME?
THE FIVE-YEAR-OLD CHILD

Characteristics, Needs, Experiences

The crucial factor in the growth and development of each child is his self-image. This includes the beliefs the child holds about himself, his attitudes, feeling, and values.

He begins this continuous process of self-discovery as he learns about the world around him and interacts with his environment and persons in it. During his preschool years the attitudes expressed by parents, relatives, and playmates are reflected in his self-image. The formation of the developing self-image is greatly influenced by the experiences of the child and the relationships he has with those around him.

The important step in the shaping of the child's self-awareness occurs as he distinguishes self from others. He develops his concepts of self as a result of interaction with people significant to him. He needs to be accepted and valued, regardless of the culture, attitude, abilities or the hopes and fears which he has.

The flexibility of the child's self-image in the formative period of the early years requires that positive experiences and relationships be provided. A child's success in school depends in a very large measure upon the kind of concept he has about himself. "We know that a child's picture of himself may color all his relationships in the classroom and his very ability to learn." [7]

Unconsciously, he seeks answers to "Who am I?", "What am I?", "Am I acceptable?", "Unacceptable?" as he attempts to meet his basic needs of love and acceptance, security, feelings of worth, adequacy, and belonging. If he is able to cope with the experiences and situations important to him, he has a sense of worth and a feeling of self-esteem.

Teachers will find it helpful to refer to the characteristics which are generally exhibited by children at the age level which they are teaching. This will avoid a tendency to make plans which are beyond the capacity of the children with whom they are working.

In referring to these characteristics, it will be wise for teachers to remember that the items listed are general. The individuals in their class will not only vary in the way they will exhibit these characteristics, but they will also vary in the degree to which they possess them.

General Characteristics of five year olds:

Through activity, they usually show whether they are right or left handed.
They are apt to be far-sighted.
They usually are not ready for reading.
They have a good general motor control, though small muscles are not so fully developed as large ones.

[7] Ira Gordon, *Educational Leadership* (April 1960), p. 465.

General Characteristics of Five Year Olds (cont'd):

The motor skills develop unevenly. They perform extremely well in one skill and very poorly in another.

Physical development of boys is usually about a year behind that of girls.

Five-year-olds are eager and able to carry out some responsibility.

They begin to be capable of self-criticism.

They are often noisy and vigorous, but their activity can be directed.

They show purposefulness and constructiveness.

They love dramatic play.

They are usually interested in group activity.

They can wash, feed, and toilet themselves, but may occasionally need help.

They need assurance that they are loved and valued at home and at school.

They need opportunity for plenty of activity with the kind of equipment requiring the exercise of large muscles.

They need some freedom to use and develop their own powers, and should be given the opportunity to do things for themselves.

They need experience in sharing (give and take) and should establish a few of the work habits essential to later school life.

They ask lots of questions.

They like their teacher. They want her immediate attention.

They enjoy possessions, but are not always careful with them. [8]

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[8] McDonald & Nelson, *Successful Classroom Control,* "Understanding the Child." (Dubuque, Iowa: Wm. C. Brown Co., Publishers) p. 17.

THOSE WHO GUIDE THE BECOMING

Administrators and Staff

Many persons, in addition to the teacher, have responsibility for guiding the becoming of the five year old. Every person he meets on a day to day basis affects his becoming; however, there are certain people who have specific responsibility toward his becoming:

the parent, the school administrator, the principal, the nurse, the counselor, the custodian.

The administrator should:

understand the purpose of kindergarten and be able to convey the importance of the program to boards of education and the general public.

arrange for advice and help of specialists in field of child growth and development. Observe the five year old frequently in work and at play.

provide a variety of instructional materials *with teacher autonomy* in using such materials as they fit needs of the children in the classroom and facilitate learning program.

be alert to new research and other writings and events of interest and concern to early childhood education.

assume leadership in personal professional growth and maturity by encouraging in-service training.

approach new concepts with open mind, examining carefully in light of what will provide desirable growth and development of every child, before either accepting *or* rejecting it.

discourage compartmental learning in subject matter areas, kindergarten graduation exercises, and exploitation of five year olds.

The teacher is largely responsible for establishing a classroom climate in which each child has the opportunity to explore his own potential. The daily contacts that take place between the teacher and children will have lasting effects on way in which they perceive themselves. The warmth and understanding emanating from a teacher creates an atmosphere in which children can blossom into their full potentialities.

In helping kindergarten children toward the development of a positive self-image, the teacher will:

realize the importance of the self-image in learning. A positive view of self makes pupils more willing to engage in a variety of new learning experiences. By his own involvement, the child gets a more accurate view of self and sets realistic and achievable goals.

understand the young child's characteristics and needs and their implications for learning.

accept and value each child as he is—as a unique individual. Respect for individuality promotes self-respect.

show a friendly, encouraging interest in each child. Fear hampers healthy development.

help each child realize his full potential without undue pressure. Tension and frustration interfere with learning.

create a classroom atmosphere conducive to self-development. Attitudes of acceptance and freedom to explore and experiment are essential to self-development.

promote self-reliance, but not expect too much of an immature child. Children must be given the right to make mistakes, to be wrong, and to try again. Negative criticism crushes initiative, makes children overly dependent, and destroys the sense of self-worth.

develop a sensitivity to children's problems and needs. Goals and expectancies must be achievable, since a positive view of self depends on meeting success.

be certain of her own goals and develop healthy attitudes of self-acceptance in herself. The teacher's understanding of self has been called the most important requirement in helping students develop a more positive view of self.

show slides of kindergarten activities and discuss the program with interested groups.

invite principal to discuss the significance with parent groups.

Suggested Ways of Working with Parents

PLANNED PARENT MEETINGS

Preschool—In setting up a sequence of opportunities for home-school communications, many schools begin with a spring meeting before the child is to enter kindergarten in the fall. Parents of prospective kindergarten children are notified by newspaper, radio, television, letters from the P. T. A. or school, if possible, that plans are being made for the enrollment of kindergarten children for the coming year.

Through such prekindergarten sessions the parents and the child have an opportunity to begin to know something of the kindergarten program, the school, the room, the administrator, and the teacher. It gives the teacher an opportunity for an initial contact with the parents of her children for the coming year. At this meeting, parents are often provided with registration material, health and dental forms, and handbooks especially designed for introduction to school.

Many schools prefer to write their own handbooks for parent information. Others use publication pamphlets especially prepared to aid parents in helping the child make an easy adjustment to school life. Material contained within a handbook includes suggestions for skills and experiences a child should have before school, goals and objectives of the kindergarten and parent responsibilities.

Orientation

Within the first few weeks of school a meeting should be arranged for a general "get acquainted" period for kindergarten parents and school personnel. The principal could welcome the parents and clarify certain school policies and regulations. The nurse can discuss the health program. The teacher may use this time to discuss her program. At this time, parents may want to make plans for organizing a study group for the year—preschool program.

Individual Conferences Instead of Report Cards

Plans should be made for periodic reporting to parents on the child's progress at school. Of the many ways of reporting to parents the individual conferences may be the most important in helping the teacher and the parent to better understand the child. School is often dismissed to free the teacher for these visits. Two conferences during the school year are usually considered adequate. One is often held after a month or two of school and another near the close of the school year. When problems arise, however, the teacher or the parent should feel free to ask for a conference at any time. A successful conference must be well planned and approached in a friendly, interested and diplomatic manner.

The following are suggestions to help in planning and carrying out the individual conferences:

Send home appointment notes in plenty of time for the parents to be able to plan for the conference.

Schedule time carefully. Allow approximately twenty minutes for each conference with at least ten minutes time between conferences.

Make a check or observation list as a reminder of areas to be discussed.

Use every opportunity to interpret the program.

Maintain an informal, relaxed atmosphere.

Begin with something favorable. Approach each topic in a positive manner.

Be alert, make suggestions tactfully and use language that is understandable.

Be poised and do not act negatively to something a parent says or does.

Be sincere and honest but try not to be hypercritical. Attempt to make the parent feel you truly like his child.

Avoid comparisons with other children, particularly siblings.

Give information but do not monopolize the conversation.

Be a good listener. Be sure to give the parent an opportunity to ask any questions that he might have in mind.

Remember professional ethics. Do not discuss with others, not connected with the school, information given to you in confidence.

Culminate the interview courteously and on a harmonious note.

Informal Contacts

These contacts can be of utmost value because the situation is natural and without any of the anxiety of a planned conference.

To and From School — There is much to be gleaned from brief words of conversation and by being aware of a parent's manner and attitudes as a child is picked up or brought to school.

Incidental Meetings — Casual meetings of parents and teacher on the bus, at church, stores and etc. can prove most valuable in furthering friendly relationships and better understanding between home and school.

Casual Visits Within the Classroom — Teachers and children enjoy occasional unplanned visits from parents. The teacher should make the parent feel welcome and let him know that his interest is appreciated.

Written Communications — Brochures and bulletins, as well as informal news letters have an important place in keeping parents informed and in assisting them to understand and to assume responsibility for extending the child's school experiences. Through these communications, parents learn:

* about school policies.
* special services and activities.
* health provisions.
* school calendars and schedules for parent contacts.

When there are pleasant relationships and a friendly understanding between home and school, a child enjoys his family's participation and feels secure in the knowledge that all concerned have a strong interest in him.

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LEARNING ACTIVITIES CONDUCIVE TO BECOMING

We cannot know now what knowledge will be needed by today's kindergarteners in 1990. But, if we can help the child to become more self-confident, responsible, creative, inquiring, and better informed as to ways and means of working together to solve mutual problems, he will be more apt to live and work effectively in his age. This is the basic intent of the suggested learning activities.

PROCESS OF BECOMING

"The kindergarten has always been concerned with offering children an intellectual challenge; but it has somewhat shied away from speaking about the intellectual or academic side of its program. Probably, this has been the case for two reasons: (1) the non-compartmentalized nature of its academic program makes it difficult to explain, and (2) if the academic side of its program were featured, the lay public and many educators as well might tend to think of it as a 'sit down, be quiet, and I'll teach you' program. Today the kindergarten stands ready to proclaim and defend its instructional program. Some have felt that having an instructional program means bringing the recognition of the printed page and the use of pencils and other formal reading readiness procedures and materials down into the kindergarten. Others have felt that we meet the challenge of providing intellectual stimulation for kindergarten children by simply being aware of the educational implications of many experiences that are naturally a part of kindergarten living.

Although the kindergarten program is not subject-matter oriented and the subject matter dealt with is not compartmentalized, yet through planned experiences and the teacher's awareness of the educational implications of casual experiences, foundations for further learning are constantly being built.

In the course of any one day in the kindergarten, there may arise experiences bearing on reading, arithmetic, writing, biology, geology, geography, physics, chemistry, history, or any other knowledge to be found in the arts or the natural, physical, or social sciences. If the teacher is aware of the opportunities which the kindergarten year provides for each child's development, then most of the children in her group will enter first grade ready for that phase of reading which focuses special interest on printed symbols as conveyors of thought and ideas. [9]

[9] Foster and Headley, *Education in the Kindergarten*, Fourth Edition (New York: American Book Company, 1966), pp. 491-493.

PROGRAM

THE FIRST DAY

The first day of kindergarten marks a major adventure for the five year old as he leaves the small family group and joins with many others in a larger situation. How they are received into school will influence greatly the case of their later adjustments. They need to know that the teacher likes them and will help them; they need to feel that kindergarten is a friendly place where they are welcome and wanted. The child's first day can be a happy one if the teacher is patient, calm, well organized, understanding, smiling, and friendly.

Environment

Several different interest centers, flower arrangements, colorful prints appropriate for children and appealing work play materials help make the room attractive on this beginning day.

Receiving the Children

A preregistration of children before the opening of school can be of great value to the teacher and children. If any of the paper work of registration must be taken care of on the first day, this should be done in the principal's office and not in the kindergarten room.

The teacher needs to establish relationships with each child.

A better day will result if the teacher suggests that the parents say goodby at the door and do not remain for the school session. Should the child find it difficult to be left without his parents, they may be invited to stay briefly. The teacher needs to know how each child travels to and from school. If the parent expects to meet the child after school for the first few days, suggest that she be on time. This gives the child a feeling of security.

Getting Acquainted

This is a big task facing teachers each fall and should be done as quickly as possible. If name tags are needed, teacher should write name in manuscript. Getting acquainted may take the form of a game.

Orientation

If toilet facilities are within the classroom, children should feel free that they may go when they feel the need. If toilet facilities are in another part of the building, a short tour should be taken. All should be taken to the lavatories, shown how to flush the toilets and where to wash hands.

Classroom orientation may include such things as where to hang clothing, kinds of supplies and where they are kept, location of work places. Children are instructed that they stay in the room together until "go home" time. Encourage children to go to each of the centers to try out the various materials. Give the children a short work time to work creatively with materials of their choice, and freedom to move from one work center to another.

At clean-up time, children are encouraged to put things back; but, there should be no attempt to require this procedure the first day.

Outdoor play is not recommended for the first day unless the kindergarten has a private playground or a time separate from the other elementary children.

Reclining rest may or may not be attempted the first day but a quiet time can provide relaxation.

The remainder of opening day may have short periods of activity, a short story, song and finger play, a singing game, and march.

Teacher's enthusiasm should permeate the day, stimulating the children to anticipate the following day.

If parents call for the children, it is better for them to wait outside the door than to come into the room. Encourage the children to put on their own wraps, but give help if necessary.

"No matter how smoothly or haltingly the first day may have progressed, the individuals making up the group should have formed the following opinions of school from their first day in kindergarten:

School is a pleasant place.

In school there are many interesting and worthwhile things to do and learn.

Being a member of a group necessitates conforming to certain rules.

The teacher is a friendly and poised individual whose sympathy, judgment, and sense of justice may be relied upon.

Each child is an important part of the school."[10]

[10] Foster and Headley, *op. cit.*

TIME ALLOTMENT:

The kindergarten session should be three hours in length. In suggesting time allotments for the program, it is recognized that these will vary according to individual classroom facilities and situations. Group experiences will also vary from day to day and week to week as films, telecasts, excursions, story plays, etc., will not be included daily.

Suggested Time Allotment:

Minutes per day		*Experiences*	*Minutes per week*
45		*Work Period:*	225
	(10)	Planning and self selection of work activities	
	(30)	Working: art media, manipulative toys, puzzles, blocks, books; interest centers: science home living, etc.	
	(5)	Cleanning up	
15		*Routines:*	75
		Toileting, washing hands, managing coats, rugs, etc.	
15		*Snacks*	75
25		*Outdoor Play*	125
15		*Rest*	75
		Reclining on rugs, mats, or cots	
65		*Group Experiences*	325
	(35)	Communicative: conversations, discussions, sharing, finger plays, literature (stories and poetry), opening	
	(30)	Other: Singing, rhythms, experimenting with instruments, listening to recordings, excursions, walks, games, creative dramatics, films, telecasts, numerical activities, etc.	
180			900

Suggested Schedule Sequence

The kindergarten which nurtures the emerging self is a planned program which takes its cues from the experiential background interest and maturation levels of the individual children, rather than one which follows a prescribed subject-matter curriculum (Packaged programs and schedules are questionable). A schedule for kindergarten centers around blocks of time and should be flexible with periods lengthened or shortened as the need arises. It helps the children feel more secure by knowing what to expect next and to become more independent by knowing what to do next. The following suggested schedule sequence, with modifications, could be workable in most situations:

Greetings and opening
Singing and rhythms
Sharing and discussions
Work period
Toileting, snacks
Outdoor play and rest
Group experiences
Story time

Greetings, work period
Opening and sharing
Rhythms, singing
Toileting, snacks
Outdoor play, rest
Group experiences
Story time

Greetings, opening
Sharing, rhythms, singing
Group experiences
Toileting, outdoor play
Rest, snacks
Work period
Story time

Greetings, opening
Work period
Toileting, outdoor play
Rest, snacks
Story time
Groups experiences

BECOMING EXPERIENCES

COMMUNICATIVE

The ability to comunicate is an essential skill for everyone. It begins and follows all experiences and interests of the child. Many opportunities for freedom of expression in a natural way and times for listening will need to be provided if a child is to grow properly in his ability to communicate effectively. Listening and speaking are the important prerequisites to reading and writing.

Any form of communication must be accepted when a child first enters school. When the child becomes more familiar with the group, he can be guided to express himself in a meaningful way.

The literature presented to the kindergarten children should include a variety of stories. The folk tales, stories about children's experiences and their environment, animals, and holidays can create much interest. Mother Goose rhymes, other rhymes, finger plays, and simple poems can be used to develop an appreciation of poetry.

The creative activities may be presented in play as the child interprets life around him or as he dramatizes a familiar story or poem. It is important to encourage a child to express his thoughts and feelings freely. Self-perception is closely related to growth in communicative skills.

There are many occasions during the day when a teacher can guide a child in helping him to enlarge his vocabulary, to present his ideas clearly, to develop a definite interest in good literature and to increase his interest in creative activities.

"Verbal communication and speaking and listening opportunities must be featured as an essential part of the kindergarten curriculum. . . . good kindergarten language (arts) programs can only grow out of stimulating experiences which are meaningful for children."[11] "Speaking, listening, vocabularly building, literary experiences, field trips, science, social studies all pave the way for reading and writing. IT SHOULD BE UNDERLINED AGAIN AND AGAIN THAT THE ACTUAL PROCESS OF READING AND WRITING IS DEPENDENT ON A SOUND BASE OF ORAL AND AURAL SKILLS IN LANGUAGE. TOO FREQUENTLY THE DESIRE TO MOVE FORMAL READING PROGRAMS INTO THE KINDERGARTEN OR EVEN INTO THE NURSERY SCHOOL OVERLOOKS THESE ESSENTIAL SKILLS AND DEPRIVES CHILDREN OF THE NEEDED BACKGROUND FOR REALLY EFFECTIVE READING."[12]

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[11] Helen F. Robison and Bernard Spodek, *New Directions in the Kindergarten,* (New York: Teachers College Press, Teachers College, Columbia University, 1965), pp. 169-170.

[12] Kenneth D. Wann, *et al. Fostering Intellectual Development In Young Children* (New York: Teachers College Press, Columbia University, 1965), pp. 115 and 166.

Listening

Needs

All children need to develop listening habits with intelligence and understanding. They need to develop auditory discrimination.

Experiences

Listen to stories, poems or discussions and be able to ask and answer some pertinent questions.
Tell some part of a story.
Recognize sequence of thought.
Listen to rhymes finding words that are repeated and sound alike.
Listen to music and locate soft and loud sounds as well as tempo.
Recognize and imitate many different sounds.
Converse over play telephones.
Talk over microphone.
Listen to ideas of others.
Listen to directions for playing a game.
Listen to wind and other forces of nature.

Teaching Suggestions

Read or tell stories for enjoyment and to provoke thinking.
Listen when children have something to say to you.
Provide opportunities for each child to talk with the teacher each day.
Be alert to possible auditory defects.
Encourage children to listen to and follow directions.
Present poems and rhymes noting like sounds.
Plan a walk to listen for various sounds.
Guide children to listen for different sounds in the room.
Encourage children to tell parts of a story or the entire story in sequence.
Show and discuss pictures and encourage children to listen while others talk.
Recognize the fire and storm warning signals.
Provide materials to encourage listening—play telephones, microphone, megaphone, earphones.
Guide children to listen for definite news (a child may present news over a television screen which have been created in the room).

Speaking

Needs

Children need opportunities to express verbally their wants, their feelings, their ideas and learnings.

BECOMING EXPERIENCE—COMMUNCATIVE

Experiences

Tell about personal experiences.
Identify articles brought from home.
Talk about many science materials.
Plan for work activities.
View and discuss films.
Learn name of teacher and classmates.
Visit principal, nurse, custodian, and other staff members, and ask them questions.
Participate in teacher-pupil planning.
Visit community helpers or have them visit school.
Talk about family and pets.
Discuss safety going to and from school, in the room, and on the playground.
Formulate questions and inquiries.
Seek information from various places.
Conversations in different interest centers.
Intrepret sensory impressions.
Converse in dramatic play.
Dramatize stories.
Tell about work.
Interpret pictures.
Tell and retell stories.
Use puppets to express ideas and feelings.

Teaching Suggestions

Enlarge children's background by providing meaningful and varied experiences.
Plan meaningful experiences through excursions and trips.
Stimulate verbalization through the use of pictures.
Provide science materials which will spur conversation.
Give children opportunity to talk about pets.
Give children opportunity to talk about families.
Show a film to introduce a learning situation or to culminate an activity.
Plan many interest centers which will help children express their ideas freely.
Plan to have community helpers, members of family, and school staff visit school and children ask questions.
Set an example for the group by speaking correctly and distinctly with a clear voice, using appropriate vocabulary.
Find many ways to introduce new words—stories, games, songs.
Take excursions and make observations outside the classroom.
Guide children in understanding multiple word meanings.
See that new words become meaningful through experiences.
Recognize that a reliable source of variety of word usage can be found in good literature.
Give opportunity for free play and discuss different roles played.
Encourage the dramatization of different stories, allowing children to plan the dramatization.
Encourage creative expressions and record them for the child.
Identify immature speech habits.
Encourage children to make puppets.

Literature

Needs

Children need to learn to enjoy and appreciate good literature.

Experiences

Listening to stories read or told.
Listening to simple poems, Mother Goose rhymes and other rhymes.
Browse in the library interest center which has an abundance of books.
Bring and share books from home.
Dramatize stories, poems or rhymes.
Visit the public library.

Teaching Suggestions

Present children's classics and folk tales.
Plan to have stories to develop a unifying learning situation.
Present a variety of stories for enjoyment—read and tell.
Exhibit books on library shelf and table in conspicuous place.
Show enthusiasm in presenting stories.
Know the story so well that all expressions will keep the interest of the children.
Read a variety of poems, rhymes, and finger plays.
Encourage children to say the words of poem with you.

Reading

Learning to read effectively is a complicated process beginning at birth and dependent upon the child's

- background of meaningful experiences,
- language facility,
- physical, social, emotional and mental growth, and
- positive self-image.

As a basis for reading, kindergarten children need an informal program of meaningful concrete experiences for

- extending vocabulary,
- forming good listening habits,
- increasing ability to express thoughts and ideas fluently.

Numerous opportunities are needed for the child to explore, observe, try out and test ideas, to think through and solve problems, to make decisions, to converse with peers, to assume individual responsibility and to learn to live with others in school. This type of program is basic to the more formal reading program in the first grade.

BECOMING EXPERIENCES—COMMUNICATIVE

Foundational "reading" is constantly being experienced in the good kindergarten, as

- the child creates his own art and language, and the teacher writes (manuscript) down what the child says and reads it back to him;
- the child observes the teacher as she writes meaningful captions and plans through group discussion;
- he becomes aware of signs and names within the school environment—office, etc.;
- he becomes aware of sounds in the environment, in rhymes, in words.

If a child shows interest in reading he should be given assistance according to his need. Certainly, the entire class should not be pressured nor expected to be able to participate in this activity.

Even small group work in a democratic kindergarten requires that every child in the class possess the maturity to work quietly at varied independent tasks without the teacher's immediate guidance—a high expectation!

Durkin's research indicates that approximately one percent of the kindergarten children come to school with reading ability. The researcher also found that this extemely small group of early readers learned to read in very different ways. It is her belief that the introduction of workbooks and formal type materials into the kindergarten is a mistake.[13]

The child who reads in kindergarten should be helped to continue his reading progress. His total development, however, should be appraised and appropriate guidance given. Often, these children who have spent time in their early years on learning to read may have missed the motivation and opportunities for adequate physical, social and emotional development.

Opposing theories exist today regarding the teaching of formal reading in the kindergarten.[14] There are those persons, groups and systems within and without the profession who are pressuring for formal reading and the use of formal materials.

An equally great or greater number of persons and groups subscribe to the child developmental approach. They base their educational programs on the child's needs, abilities, and a rich experiential background to lead him into reading. *It is this latter approach that the curriculum committee recommends.*

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[13] Deloris Durkin, *Children Who Read Early* (New York: Teachers College Press, Teachers College, Columbia University, 1966).

[1] Mildred McQueen, "Research Report: Early Childhood Education: Part II," (Chicago, Illinois: Science Research Associates, Inc., 1967).

Handwriting

Handwriting is not taught formally in the kindergarten since this requires the use of small muscles and the use of hand-eye coordination which has not sufficiently developed in most children of this age.

Some children are printing their names when they enter school. Those who are interested in this writing activity should be helped individually by using the manuscript form which will be used in the first grade.

Many meaningful situations in which a child may participate stimulates his interest in writing. The use of crayons, paint brushes, scissors, and many manipulative materials do much to develop finger muscles. A story or dictated note written on the chalkboard by the teacher helps the child become aware of the use of handwriting.

Materials and Resources

Science materials
Pictures
Films—Film slides
Interest centers
Pets
Community helpers (Wooden & Rubber)
Family pictures—members of family
Articles children bring
Room equipment introduced
Safety signs
Books (stories and poems), magazines
Record player and records
Tape recording and tapes
Play telephone
Play microphone
Handmade television screen
Objects seen on excursion
Work of different children
Flannel board
Library corner set apart
Magnetic board and items
Blocks
Mirror
Puppets

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NUMERICAL

Numerical experiences for the child begins with his experiences at home. The kindergarten furthers this development of number concepts. Experiences should be brief to correspond with the interest span of this maturity level. Daily concrete experiences offer opportunities to build the child's understanding of numerical concepts. When numbers are approached as a part of a game or in connection with other appropriate activities throughout the day, children learn quickly from a pleasant experience which builds the basis for success and happiness in numbers.

Concepts to be Developed	*Suggested Experiences*
Understand many uses of numerals in everyday living.	Discuss use of numerals on calendars, clocks, houses, telephones, auto licenses, thermometers and pages of books.
Understand rational coutings. (One-to-one correspondence)	Pair children and pair objects.
Understand the meaning of number.	Count children needed for games, to dramatize stories, songs. Finger plays. Count supplies: paper, scissors, crayons, etc. Members in a family, number of pets, buttons, etc.
Know the clock measures time. Know the calendar measures time. Know that days and months have names and are in sequence.	Watch the clock for special times. Time to clean up, time to go outside, time to get up from rest. Learn to use the calendar. Count number of days until a special day. Mark birthdays.
Be aware of the four seasons.	Keep a weather chart. Take walks to observe what is happening outside because of the season.
Observe differences in shapes: circle, square, triangle, rectangle.	Recognize and identify shapes in the environment of art, games, stories, and objects in the room. The sun, moon, and wheels are round.

BECOMING EXPERIENCES—NUMERICAL

Concepts to Be Developed	*Suggested Experiences*
Understand money values. penny quarter nickel half dolor dime dollar	Examine milk money or money for supplies. Buy pumpkins or other special supplies at a nearby store. Make money chart. Play store.
Understand simple descriptive, comparative terms. (See vocabulary list)	Give children opportunities to understand of these terms through dramatic play and games, songs, stories, etc.
Understand the ordinals.	Fingerplays, songs, etc.
Learn to recognize groups of two, three and four objects without counting.	March by groups. Choose children for games. Count by two's—shoes, car wheels, animal legs, etc.
Begin to undersand number concepts through the comparison of members of sets.	Compare size of groups.
Become aware of the relationship of the part to the whole (fractions)	Divide and fold paper. Share parts of materials, food, etc.
Begin to understand measurement, weight, length and quantity.	Use a yardstick, ruler, scales, and container.

Glossary of Mathematical Terms

The teacher will need to become familiar with the following glossary of terms:

Sets. A set is just another name for a bunch, collections, or a group of things.

Members of a set. The things belonging to this collection. A set might have only one member, such as the piano in the room or the teacher's desk.

The empty set. A set might have no members, such as the set of all the tigers in the room, (if there are no tigers) or trombones (if there are no trombones.)

A subset. Every member of a subset must be a member of the big set. The girls of the class would be a subset of the children in the class.

Comparison of sets. We can compare two sets by pairing the members of one set with that of the other to see if they are *equivalent,* or if one has *more* or *fewer* members than the other. Comparisons might be made between a set of blocks and a set of dolls, or a set of balls and a set of pegs, etc.

Equivalent. When there is one-to-one relationship, with none left over, we say sets have been placed in a one-to-one correspondence and the sets are equivalent.

Number. The number of elements of a set is a certain characteristic or property of that set. Other sets, having the same number of elements as that set, are equivalent to it. They might not be equal; for example, four dolls are not the same as four blocks, but the number of elements in the set of dolls is equal to the number of elements in the set of blocks.

Greater than. When one set has more members than another, the *number* of members in that set is *greater than* the *number* of members in the other set.

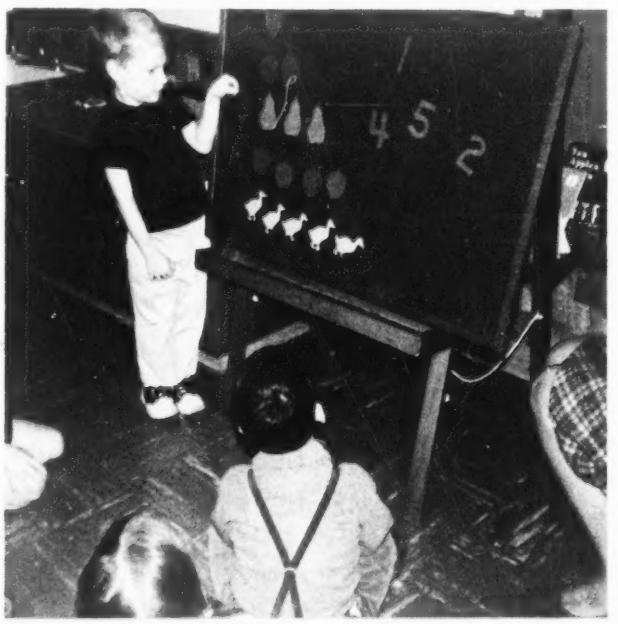
Less than. When one set has fewer members than another, the *number* of members in that set is less than the *number* of members in the other set.

More than and fewer than. These expressions are used to describe the *members* of two sets, while *greater than* and *less than* are used to describe the *number* of members of two sets.

Numerals. The symbols used to represent numbers are called numerals. (They are the symbols 3, 4, 5, etc.)

Joining and removing sets. When one set is combined with a second set, a new set is formed. The new set consists of all the members of the first set plus all the members of the second set, and is called the *union of the two sets,* (addition). When a *subset* is removed from a given set, the set left is called the *remaining set,* (substraction).[15]

[15] School Mathematics Study Group, *Mathematics for the Elementary School,* Book K, Teachers' Commentary (Palo Alto, California: Leland Standford Junior University, 1963), pp. 3-6.



Vocabulary Related to Mathematics

above
after
afternoon
alike
altogether
another
any
around
back
before
below
beside
between
big, bigger, biggest
both
bottom
bunch
center
circle
close, closer, closest
collection
corner
cost
count
couple
crowd
different
down
dozen
each
early
edge
empty set
equal, equally
few, fewer, fewest
fewer than
first
follows
greater than
heavy, heavier, heaviest
height
high, higher, highest
in
inches
inside
join
large, larger, largest
larger than
last
less
little
long, longer, longest
match
member
middle
missing
more than
most
none
on
one
orders
outside
over
pair
pairing
part
plus
problem
quart
rectangle
remaining set
remove
right, left
same as
several
shape
short, shorter, shortest
side
sign
size
small, smaller, smallest
smaller than
square
tall, taller, tallest
top
thick, thin
triangle
twice
toward
upper
under
weigh
weight
wide
whole

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42 ED

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SCIENTIFIC

Science is an important part of the kindergarten experiences. There is no particular sequence of knowledge set apart for the five-year-old; however, the science program should not depend wholly on incidental or accidental learning. Young children's curiosity impels them to question, to touch, to smell, to look and to speculate. Authorities in early childhood education, therefore, believe that science activities should be planned in response to the spontaneous interest of the children. The sensitive teacher will always be alert to clues and cues and plan a balanced program including meaningful experiences with new knowledge and the basic processes of science—observing, comparing, predicting, indentifying and classifying. In this process, the teacher directs learning through questions and other motivating devices. The teacher seldom, if ever, announces: "Now it is science time. We are all going to sit and listen to a lesson in science."

Science experiences do not necessarily emanate from a planned science center; however, the center may serve as a planned motivating medium. On the following pages are a few examples of science interest centers. In reviewing these centers, it is obvious that even though they are initiated as science centers, motivation for other learnings, social living, quantitative concepts, art, music, manipulation, and health and safety cannot be strictly compartmentalized. Children do not learn one thing at a time because of various interests and home background. The learner is constantly relating the known to the unknown.

The order of listing the suggested science interest center should not be mistaken as a structural sequence to follow. The intent is to aid the teacher in setting the stage for inquiry, self-discovery, science understandings, and reasoned conclusion in keeping with the child's interest and maturation.

SPACE AND PLACES

Kindergarten provides experience in group living away from home. Space and places may be introduced using the classroom as the base reference.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Street Signs—Stop, Go, Walk, Arrows *Maps*—school, street, names of streets School patrol equipment Pictures showing objects at a distance; close up Step ladder, small Slide board and block Yardsticks, foot rulers Turtle, rabbit Playground balls	Near to or far from objects and places depends on where you are. Moving fast gets you there sooner. Some things are above; some below us. Signs tell us what. Maps show us where. From one place to another can be measured.	Where are you in this room—near window, door, farther from teacher, ceiling, floor? Who is behind you; in front of you? Play "turtle and rabbit" game. Compare big steps; little steps. Follow the "arrows" game. Roll ball up and down board. Set up streets on playground with signs and patrol boy. Talk about space and places on ground, in the sky. Ask: "Where are you now?"—game

SEEDS

"Don't swallow the seeds!" has been heard many times by the five-year-old. Seeds make an interesting science study from standpoint of observation, identification and classification.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Pumpkins, plus other fruits available. Paper plates Cloth for sprouting Dirt boxes Tree seeds Potatoes, peanuts Weed seeds Magnifying glass	All fruits have seeds. Seeds are different in shape (geometric shape). Some seeds serve as food. New plants grow from seeds. Foods that have seeds are called fruit. Vegetables are really fruit. Seeds are living things.	Arrange cutting of the fruit to show cross sections. Classify the seeds according to kind, shape, size, etc. Sprout seeds. Taste some seeds. Look at dissected seed under large mangifying glass. Make seed collections. Follow the cues of children for additional activities.

WATER—WET and DRY

Puddles of water attract children. The child has experienced water from his first bath. The first rainy day could serve as a motivating factor.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Raincoat, boots, umbrella Sprinkler can, plastic cup, buckets and glasses Paper towels, wax paper, cheese cloth, silk, etc. Drinking straws, bubble pipe Salt, sand, dirt, powdered milk, dried fruits, flour, rocks, seeds, and cement Electric dryer—blower type Growing plants Metals: iron, copper, tea kettle, small burner	Water soaks into some things, not others. Water is in the air. Heat drives water out. Things dry quicker if waved. Water mixes with most everything. Water causes rust on iron; not copper or silver. Water changes the smell of some things. Water runs down hill, cuts ditches. Water cools, cleans, etc. Some things float; others sink.	Wash and dry hand with various absorbent and nonabsorbent materials. Where does the water go when things dry? Mix water with various things. Make paste, clay, lemonade. Blow bubbles with soap; without soap. Floating experiments. Use hose on playground to show how water cuts ditches, etc. Demonstrate: steam, ice cubes. Sprinkle water on various materials. Make concrete. Use hair dryer to dry child's hair.

LIVING THINGS

Things that move, breathe and react fascinate children. Children like to observe, feel, and experiment with living things. Children seldom realize that plants are living things. Emphasis on living things in the fall and spring is desirable because of seasonal changes and differences.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Teacher should be discrete in selection of living things—plants and animals. The following are suggested: acquarium fish, snails, pollywogs, water plants, turtles. White mice, guinea pigs, house snake Pictures of animals and plants Exhibits of plants and animals Leaves, wood samples Insects—butterflies, beatles, etc.	All living things need food, water, air, sunlight. Some living things change with the seasons. Living things have ways of protecting themselves. Plants are living things. Some living things are harmful to people. Some living things live in the water. Water plants and water animals live on the air in the water. I am a living thing.	Follow the questions and problems of the children. Allow ample time for looking, thinking, feeling, talking, smelling, and listening. All science understandings, particularly regarding living things, result from observing, comparing, identifying, relating, and classifying. NOTE: Less and less structuring by the teacher will be required as the children experience the process listed above.

SOUND

A kindergarten pupil was overheard to say, "Did you every hear the sounds of the night?" Sounds are new to the young child—some frightening, others soothing, such as the voice of his mother and his first teacher. The understanding of sound adds a feeling of security.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Various types and sizes of bells Whistles Recordings of the voices of animals, horns, city, country, etc. Fire drill bell Kitchen utensils Radio; transistors Rhythm band instruments Recording Tube of water—rock	All places and things have different sounds. Talking is a sound. Animals make sounds. Sound can be told without being seen. Some sounds are unpleasant. Our ears record sounds. Sounds give directions. Known sounds are less frightening. Blowing causes sound. Hitting causes sound. Sounds echo. Sounds shake things.	Record children's voices. Record school room sounds. Identify sound blindfolded. Predict the kind of sound an object will make. Experiment with tones and tunes—musical activities. Compare reasons for certain sounds. Demonstrate sound waves by dropping rock into water. Talk about echoes. Many others. Take your cue from the child's observations.

HEAT

"It is hot and will burn you," is perhaps among the first learnings of the child. Because of safety reasons, this science experience should be largely demonstrated by the teacher.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Wool cloth, hard rubber rods, wooden handles Sand paper and boards Simple and cheap thermometers Bunsen burner Water pan or beaker Wool rug Magnifying glass Small lantern Weiners and buns Tablespoon Wooden handled spoon	Rubbing objects together quickly produces heat. Heat can be measured like a board or big step. Heat travels in metals. The sun supplies heat. Heat and light are related. Heat changes food. Our body has heat. Heavy clothes hold body heat in; light clothes let heat out. Dark objects get hotter in sun than light colored objects.	Take an excursion to the school kitchen for demonstrations. Rub your feet on the wool rug. Rub objects together. Use magnifying glass to capture the heat of the sun. NOTE: Fire safety should be the basic component in all activities. Friction may be mentioned but no depth discussion of this principle.

THE UNSEEN FORCE

The magnet fascinates even adults. This phenomenon should not be explained in depth but enjoyed and simple answers given to questions asked.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
One dozen small magnets Two or three larger magnets Simple compass Metals to be lifted Metals not attracted One-cell storage battery Copper wire Spike nail Iron filings Many small & large nails Sheets of paper Wool cloth and hard rubber rod Magnetic door latch	Magnets hold on to some metals; not others or wood. Magnets are used for holding and lifting. Compass always points north. Magnets cause a compass to act funny. Magnets are made of iron. If you rub a nail with a magnet, the nail will hold on like the magnet.	Ask high school science teachers to make an electromagnet using storage battery wire and large nail. Let the pupils experiment on their own; teacher listens and helps where and when she can. Teacher should be prepared to answer the "Why" questions.

THE FIVE SENSES

A study of the senses should interest five year olds because they have learned to depend on their senses for protection as well as pleasure. Depth study of senses should be secondary to descriptive words describing the senses.

Articles for the Science Center	Understandings Resulting from Investigation and Inquiry	Activities and Problems
Fruit Bell Ice Hot Water Old cheese Vinegar Sugar Salt Rough and smooth objects Soft and hard objects Other objects related to five senses	A nose is for smelling. If you hold your nose, taste changes. Object can be described without seeing. Seeing or sight most valued sense. Eye is like a camera. Ear is like a recording. Our senses help protect us, etc. There are five senes.	Activities based on sight, sound taste, touch, and smell. For example: a piece of fruit may be used in demonstrating and describing all five senses. Sight—red Sound—crunchy tastes—sweet touch—round smell—good Guessing games (blindfolded) What I feel What I hear What I smell What I taste

SOCIAL

The Kindergartener is an attentive observer. He is an eager participant. He is ready and anxious to have new experiences and to broaden his ideas about his growing independence and the interdependence of the people of his community. He is ready to develop an understanding of basic ideas and concepts that will provide a solid foundation for later learning. He wants to try it himself—to sit in the driver's seat of the fire truck, to stand behind the counter at the grocery store, to hammer a nail into a board.

First-hand experiences, those at home, at school and in his own neighborhood, are more real for a child than anything he only hears about or even sees on film and television. But his world is ever-expanding and many simple concepts can be introduced dealing with his state and nation, the world and even outer space.

These suggested experiences are not intended to be all inclusive or restrictive in any way. It is hoped that they will serve to stimulate the teacher to use her own initiative, imagination and creative ability in planning and implementing social learning experiences. She will exercise her judgment in gauging the length and choice of units and discussions to the interests of her particular group.

53

Understandings to be Developed	*Suggested Experiences*
1. HOME	
a. Every family has members	a. Name and tell about family members and learn their names. Use well-equipped home living center. Include dress-ups for girls *and* boys. Let children tell about what member of family he is and his particular job in the home.
b. All members of a family need to work together and share fun and responsibilities.	b. Encourage children to assume home responsibilities such as carrying out the trash or setting the supper table. Use family figures with block building or in small doll house. Create pictures of various members of the family and their activities. Read stories of family life—large and small families, city living, suburban areas and on the farm. Discuss occupations of fathers and working mothers. Help child to learn his own name, address and telephone number.

c. Families live in many types of homes	c. Take a walk in the neighborhood to see apartments and single-family homes, brick and frame, and house trailers. Read books about homes in extreme climates, and in other parts of the world. Learn about family pets and animal homes through pictures, films and objects. Have animal visitors when possible.
2. SCHOOL	
a. Learn a safe route to school.	a. Invite a patrol boy to visit the room and explain the way to cross the street safely. Make a large cardboard traffic signal and a stop sign, and learn what they mean. Take a walk crossing streets safely. Learn poems and songs about safety. Make a simple, large map of the neighborhood and mark homes of all children.
b. There are many people at school who are there to help children.	b. Take tours of the school building early in the year locating nurses's office and library; visiting boiler room, lunchroom, office, gymnasium; meeting custodians, cooks, nurse, librarian and principal.
c. School property, supplies and equipment deserve respect and care.	c. Designate regular jobs in the classroom. Let children take turns being special helpers. Help children establish good habits of neatness, putting things away and cleaning up. Plant flowers outside the building.

55

Understandings to be Developed	*Suggested Experiences*
d. Children can work and play together happily. (Self-management within group living is necessary.)	d. Let children suggest necessary behavior. Help children to learn to settle own differences.
e. It is good to know what to do in case of fire or other emergency.	e. Have practice fire drills with the rest of the school. Establish reasons for moving quickly without panic.
3. COMMUNITY (Immediate Neighborhood)	
a. There are many different workers in our community who protect us, supply food and health services, repair our homes and help us communicate.	a. Invite policeman, postman, dentist or truck driver to visit class and tell about their jobs and how they relate to the children. Ask them to bring some tools of their trade such as a policeman's stick or a dentist's explorer. Encourage dramatic play of the grocer selling, the doctor examining, the mailman delivering the mail, etc. Emphasize that the family is an important segment of the community. Read books; use other visual aids to learn more about a great many community helpers.
b. There are homes, churches, stores and factories on our community.	b. Explore immediate neighborhood. Arrange a field trip to a local bakery, newspaper office or department store. Play store or post office in classroom—or use large cardboard cartons which have been appropriately cut and marked.
c. There are libraries, theaters and parks in our community.	c. Plan a field trip to the branch library, neighborhood playground or cultural centers. Discuss respect for our public property.
d. A visit to the zoo or circus is exciting.	d. Take trip to the zoo or circus. Read books; use objects, pictures and films about wild animals, zoo keepers and circus performers.

Understandings to be Developed	*Suggested Experiences*
4. STATE AND NATION	
a. We live in the country, or in a city, and in a state and a nation.	a. Learn the names of these important places.
b. Maps help people to find their way about.	b. Show how the lines indicate where the streets and roads go. Explain that each street or road has a name.
c. We are good citizens living in a democracy. We have a United States flag.	c. Learn the pledge of allegiance to the flag. Develop respect for the flag. Make group decisions in which the teacher is merely the guide.
d. America is a good place to live because many people have worked hard to make it so.	d. Celebrate the national holidays. Use books and objects about Columbus, Washington, Lincoln, Carver and other outstanding persons in our history. Know the name and recognize the picture of our president.
e. Living in other parts of our nation is in some ways different and in some ways the same as we live.	e. Read books about the seashore. Bring shells, starfish and coral. See films and read books about living on the prairie, or in the mountains, or where the snow is deep, or in the swamplands.
5. THE WORLD	
a. The globe is another kind of map of where we live.	a. Learn that blue areas indicate water, other colors show where the land is. Locate north pole, south pole, equator, and the United States. Show how earth rotates. Show flags of other nations. Name some of the other nations.

57

Understandings to be Developed	*Suggested Experiences*
b. People living in other countries are like us in some ways and are different from us in other ways.	b. Recognize similar needs of all people. Use resource persons and visual aids to show different dress and customs of other people. Encourage children to bring objects from other nations. Build interest centers to include musical instruments, food or clothes used in other places.
c. All people make valuable contributions and have rights equal to ours.	Discuss reasons for differences and emphasize that no one way is right for everyone. (The attitude of the teacher in discussions of other people will make this point clear).
6. OUTER SPACE	
a. The earth is one of many planets in the universe.	a. These concepts are so abstract that the most that can be expected is a beginning familiarity with terms such as planets—names of those in the solar system.
b. Living on the moon will be quite different from living on the earth.	b. Discuss news items about astronauts, rockets, landings on the moon, etc. Read books about future living on the moon and what differences there will be in the environment such as breathing, walking, temperature, absence of water, trees and flowers, kinds of shelter needed, etc.

HOME LIVING—A SOCIAL EXPERIENCE

CONCEPT & MEANING	AREA EXPERIENCES	MATERIALS
Understand importance of members working together to make a happy home. a. Many who add to necessities, comfort and pleasures of home. b. Importance of work and responsibilities of family members. c. Learn ways of caring for home. d. Learn habits and safety.	Role playing in home living area. Dramatize trips to market visits, baby tending, etc. Build with blocks. Make simple construction. Put on the house numerals. Make pictures to hang. Make clay dishes. Go for neighborhood walk to see homes or watch new homes under construction. Draw pictures of family or home.	Home living center. Dress-up box. Large Blocks. Wood pieces Hammer, saw, nails Paper for drawing, clay, crayons, scraps of cloth *Books to read:* *Little House* by Virginia Burton *My Own Little House* *Goldilocks* Other Activities: Finger Play Songs Suitable Filmstrips

INTEREST CENTERS: Empty cartons, containers for supermarket; books about houses, family; woodworking center with hammer, nails, saw, etc.

59

WORKERS WE KNOW IN SCHOOL AND COMMUNITY

CONCEPTS & MEANING	AREA EXPERIENCES	MATERIALS
We depend upon many people in community for protection safety, needs, health, etc.	Tour school—kitchen, boiler room.	Building blocks
	Visit nurse to be weighed, measured.	Nurse's kit
	Invite policeman, mailman.	
	Observe milk delivery.	
	Trip to the fire station.	
	Mail letter to sick child. Walk to mail box.	
	Bus driver discusses safety.	
	Draw pictures of workers.	Drawing paper, crayons, scissors, paste
	Hear stories.	Books
	Provide for dramatic play.	Clay, wood pieces, and tools
	Play grocer selling, doctor examining, mailman delivering mail.	Doctor's kit The *"I Want to Be Books"* may be used here.
		Songs and rhythms Finger plays Filmstrips

PLANNING AN EXCURSION

In planning the trip, first considerations should include:

Is it the best procedure for the purposes of the group?
Is this experience appropriate for the children?
Have the adequate background, needs and purposes been developed?
Are related materials available—films, books, pictures?
Are there profitable follow-up activities?
Are physical conditions satisfactory—weather, safety conditions in place to be visited?

Preliminary Arrangements:

Administrative approval must be secured.

The teacher, in many cases, should make an advance visit. She will need to make advanced plans. The guide should be advised of problems, needs and maturity of the group. Determine the number of children who may adequately be accommodated.

Approval of parents must be secured. Permission slips sent home should be returned with parent's signature.

Prepare the time schedule in accordance with physical needs of the five-year-old.

Arrange for transportation if needed. Teacher should acquaint herself with the school's policy and with state laws regarding personal liability in case of an accident. School buses should be made available for all excursions. Consult with administration.

Plan for parent assistants if needed, one to each six or eight children.

Teacher and Pupil Preparation:

Before any trip is undertaken, teacher and children should be adequately prepared. The teacher must have the objectives of the trip in mind. The children, through previous experience, dramatic play, discussion, information gained from books, records and films, should have an attitude which will make them alert to new observations and findings.

Behavior standards should be discussed, such as courtesy and respect for property and persons.

Safety precautions should be considered.

Follow-up Activities:

Talk about what was most interesting.

Share findings with another class.

Write letter of appreciation dictated by children.

Express ideas and feelings in role playing and other media.

Evaluate the learning experiences of the trip.

PHYSICAL

Physical development of the five-year-old directly influences his discovery of self. As he gains in muscular strength, body power, and motor control, he is able to perceive himself as a competent, capable, and independent person. In movement he finds satisfaction and enjoyment, and develops positive feelings about himself. Optimum physical growth depends on vigorous play and freedom to move. Physical activities provide opportunities for:

- constructive use of natural energy
- social learnings through conversations and interaction with other five-year olds
- release of emotional tension
- expression of thoughts and ideas and use of facts
- clarification of concepts and meanings as he "plays out" life experiences creatively
- practice in increasing motor skills and refinement of coordination
- experiences in getting along, taking turns, leading and following, adapting to ideas of others
- self-direction and self-discipline
- aesthetic experience, expression and appreciation

Play indicates the personality of the child and reveals his joys, hopes and fears. It enables the teacher to evaluate his learning, attitudes, and understandings. Play is the key to the kindergarten child's development.

Evaluating play, N. V. Scarfe writes:

> A child's play is his own way of exploring and experimenting, while he builds up relations with the world and himself. Play is a learning activity. It serves the function of the non-verbal mode of communication . . . it satisfies the child's need. Play is educative because while thus employed the child is self directed, wholly involved, completely absorbed . . . It secures concentration for a great length of time . . . develops initiative, imagination and intense interest . . .[16]

[16] N. V. Scarfe, "Play is Education," *Childhood Education*, (November 1962), pp. 117-121.

BECOMING EXPERIENCES—PHYSICAL

Through physical activity kindergarten children:

- develop healthy bodies,
- learn to use their bodies effectively through active play and rhythmic activities.
- develop strong muscles, coordination and body control,
- develop independence,
- learn habits of safety,
- learn spatial relationships; up-down, high-low,
- learn to play individually and cooperatively with a few other children in harmonious ways,
- learn to deal with feelings of agression, hostility, fear, anger, joy,
- learn to play simple, non-competitive games of low organization,
- assume other roles of persons and things,
- develop concepts of size, shape, form, and balance.

Teaching Suggestions

Provide time, adequate space, guidance, encouragement, and safe conditions for:

- vigorous large muscle activity,
- daily *outdoor* play, weather permitting,
- indoor play,
- creative expression in rhythms and dramatic play,
- a balance of vigorous activity and quiet activity.

Encourage self-testing activities in use of the apparatus and equipment.

Develop with the children standards of safety, and appropriate use of equipment, setting necessary limits in view of need.

Introduce singing games.

Observe children's play, giving help where needed.

Supervise the group at all times, being alert to the entire group's activities.

Provide enrichment through suggestions and occasional participation in the children's play activities.

BECOMING EXPERIENCES—PHYSICAL

Suggested Experiences

- Explore bodily movement freely:

  running, walking, skipping, hopping, climbing, stretching, rolling, jumping, bending, balancing, pushing, pulling, galloping, throwing, catching, lifting, tumbling, imitating (animals, persons, machines), self-testing activities, stunts.

- Use playground apparatus and equipment appropriately and safely.

- Play with the balls, developing skill in bouncing, catching, rolling and tossing.

- Mold and dig in sandbox.

- Pour, measure, and experiment with water and sand.

- Join other children in *simple* games and singing games such as Looby Lou, Did You Ever See a Lassis?, Follow the Leader, etc. (see other games listed)

- Small group games:

  Mulberry Bush; Farmer in the Dell; Shadow Tag; Punchinello; Run, Rabbit, Run; Dodge Ball; Drop the Block, Handkerchief; London Bridge; Bowling; Skipping Tag; Duck Duck, Goose.

Equipment and Materials

Apparatus: ***jungle gym, ***ladders (rope or metal), ***wooden boxes of various sizes, ***walking boards, *horizontal bars, *teeter-totter

***Hollow blocks and planks

*Wheel toys: tricycles, wagons, wheelbarrow and pull toys

***Balls: various sizes (8", 10", 13")

*Ropes: long and short

**Mats: for tumbling

**Bean bags

***Bowling sets

**Ring toss games

***Imaginative materials as: scarves, streamers, lengths of cloth

***Sand and water play container and utensils such as: shovels, plastic pails and dishes, sieves, measuring containers, plastic bottles, siphon tube, floating objects

* Miscellaneous: a large cylindrical box or barrel or clay pipe for crawling through or rolling in, saw horses, kegs, garden tools

* Outdoor
** Indoor
*** Indoor and outdoor

SUGGESTED GAMES AND ACTIVITIES

What Shall We "Be"?

Encourage children in the "spirit of play" to "be" an object, person, or thing such as: children may suggest to "be" a machine. The children space themselves about the area and try out various ways of "being" it, using their own ideas. *Following this short exploratory period, the teacher may say, "Now, let us try John's way," until all of the suggested ways have been tried.* Accept all effort and encourage the children to think and try different ways. Objects to "be":

Teeter totter, jumping jack, elevator, bouncing ball, swing, rocking horse, bicycle, jet, bulldozer, tractor, robot, plow (snow, etc.), cats, trees, plants, firemen, toys.

Variation: Select a category such as toys. Children take turns whispering in teacher's ear the kind of toy he could "be." He then pantomimes this for the class and chooses a child to guess what kind of toy he is. This game can also be played at Christmas time with the teacher or child being a toymaker and selecting "toys" from the "shelf" to "wind up, plug in or manipulate."

Skipping—Stoop

Children begin to skip around the room or outdoor area. At a given signal, (when piano music stops or the triangle, tom-tom, or chord is sounded) the children stop skipping and stoop without touching hands, knees or other parts of body to the floor or ground. Those who touch must leave the game and go to a designated place in the room or on the circle to watch while those remaining repeat the skipping and stooping until all are out of the game. The last remaining in the game is the "winner."

Bird Watcher

One child is selected to be the "bird watcher." The class is divided into two equal groups: one of "birds" and one of "hawks." Each group stands on one of two parallel lines about 30 feet apart. The birds turn their backs to the "hawks." The birds turn immediately and "fly" after the "hawks" pursuing them to their own line. When all "hawks" have been chased over their own line, the procedure is reversed. The bird watcher selects another child to take his place and the game continues.

Walk, Run, Skip With Me

Children stand on a circle. Four children are selected to skip around the inside of the circle near the children, stopping in front of another child as the entire group chants:

"Will you come and skip with me?
Skip with me,
Skip with me,
Will you come and skip with me
On this happy day"?
(sunny)
(cloudy)

Taking the hand of the partner they have selected they skip together while the group chants:

"Yes, I'll come and skip with you,
Skip with you,
Skip with you,
Yes, I'll come and skip with you
On this happy day."
(sunny)
(cloudy)

As the chant ends, those who have not had an opportunity to choose a partner, repeat the procedure, with those who selected them sitting down on their own places in the circle.

Variation: At Valentine's Day, change the words to "Will you be my Valentine, etc."

Popcorn Popper

Children stand on a circle, and count off in threes or are given a number (one, two, or three). If each child is asked to hold up the number of fingers corresponding to his number, he will remember it more easily. The child who is the "popper" stands in the center and calls "one" (two or three). All of the children who are the "ones" jump into the circle and the "popper" jumps around tagging each one. The last child to be tagged becomes the "popper" and the game is continued.

Distance Ball (for a small group of children)

Five children (throwers), each holding a large rubber ball, stand beside each other in a row. Parallel to this group and thirty feet away, five more children (receivers) stand in a row. At a given signal, the "throwers" throw the ball as far as they can toward the "receivers." Each of the "receivers" retrieves one of the balls and when they each have a ball, the signal is given and they throw the balls back to the original "throwers."

MUSICAL

Music is an experience in which children should be actively engaged. Music is a medium through which they can express themselves and grow in their ability to become members of the group. Music may provide release from tensions as well as enjoyment.

Music, like any other subject, cannot be blocked off into isolated periods of the day. Music experiences may occur informally at any time throughout the kindergarten day. If children feel secure, free, and comfortable, music may spring forth as they work and play. The teacher may use a song, rhythm, or incidental music experience to enrich an experience or to create a mood.

Some time should be set apart for recreating and extending the spontaneous music experiences of the children. The kindergarten should offer a wide variety of musical experiences through which children express and enjoy themselves. A well-balanced musical program includes singing, listening, rhythmical responses to music, experiences with simple instruments, and opportunities for a variety of creative experiences.

Kindergarten should provide many opportunities for children to sing in small groups or alone if they wish, to listen to the teacher sing, to learn new songs, to listen to recordings, to listen to choral and instrumental music, to experiment with rhythm instruments, to try out the piano, to respond rhythmically to music, and to learn the names of some of the instruments of the band and orchestra.

Helen Heffernan, in "Self-Expression Through Music," says, "The major purposes of all music activities in the kindergarten are to help children broaden their contact with music, increase the number of ways they can express themselves musically, and build a deep and abiding love of music as an indispensable experience in their lives."[17]

MUSIC ACTIVITIES

Singing

Every child has in his voice a musical instrument. Singing is a natural means of self-expression for children. It is natural for them to sing about their environment and activities. Musical responses from the children are evidence that the experiences have reached their inner selves.

Singing in kindergarten should be primarily for enjoyment. The incidental use of songs throughout the day enriches many experiences and may provide a needed release from tension.

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[17] Helen Heffernan and Vivian Edmiston Todd, *The Kindergarten Teacher*, (Boston: D. C. Heath and Company, 1960), page 280.

BECOMING EXPERIENCES—MUSICAL

As kindergarten children participate in singing activities, they

- enjoy musical experiences that help them find their singing voices and use them correctly,
- express themselves through singing,
- enjoy singing with large and small groups and individually if the children wish,
- develop an appreciation for music,
- build a repertoire of songs suited to interest and maturity levels.

In organizing the planned music time, the teacher must:

- provide a happy, relaxed atmosphere;
- plan for variety during the singing time; include songs with instrumental accompaniments, songs with rhythmic accompaniments, and songs that may be dramatized;
- remember that children imitate the teacher's manner more accurately than her tone quality;
- remember that the children will catch the mood of the song and the enthusiasm for music from the teacher;
- seat children comfortably near the teacher so that all may hear and see, and sing with ease;
- give attention to uncertain singers until they become sure of the more accurate placement of their tones;
- make the singing period flexible.

When teaching songs, the teacher must:

- remember that kindergarten children learn songs by rote or imitation;
- present short songs as a total musical experience;
- pitch songs correctly by piano, pitch pipe, or autoharp;
- use song tempo and mood intended;
- sing the song for the children first, not with them;
- sing the entire song through several times with the children;
- discuss the meaning of unfamiliar words in the song;
- have the children listen for something specific each time they hear the song;

6883

- encourage children to participate in some way by lightly clapping the rhythm, humming, whispering the words, or singing only certain parts of the song;
- encourage the use of light, unforced voices;
- let the piano be an accompanying instrument only, and not cover or lead the voices. Overuse of the piano may detract from the spontaneity of children's singing.

If the teacher does not play the piano, and may herself have an unsure voice, she may supplement the teaching of songs with a record player.

To vary the singing period, the teacher may:

- have duets, quartets, or solos;
- let the children choose favorite songs;
- combine rhythmic activities and finger plays with the songs;
- let children clap the rhythm of the song;
- let the children guess the name of the song while the teacher plays it softly on the piano;
- use a few rhythm instruments with the song;
- encourage children to dramatize the song; and
- let children motion up and down with their hands as she sings up and down.

Listening

Listening is basic to every music experience. Children listen to music for various reasons. For some, it may be the tone quality of the instrument which attracts or the story behind the music; for others it may be the lilt of a melody or the pronounced rhythm of a drum.

Listening to music should be a happy and satisfying experience. Through opportunity to choose, compare, and to express his opinions, the child becomes an intelligent and discriminating listener at his level.

When presenting planned listening experiences, the teacher

- has children seated comfortably;
- has all materials ready to use;
- has appropriate supplementary materials on hand, such as pictures, objects, books, etc;

- creates a classroom mood and atmosphere in keeping with the music;
- selects material using happenings of the day; holidays, toys, pets, weather, stories, poems, finger plays;
- is as attentive as she expects the class to be;
- has a short preliminary discussion;
- does not interrupt a listening experience; and
- directs children to listen for certain things before playing the recording—rhythms, story, mood, repeated tunes, high or low sounds, soft or loud sounds, or music made by special instruments.

Listening may be incidental to other activity, but it may also be the focus of the child's attention and involve reaction on the part of the child. This reaction can be creative and it can be one of the most rewarding of all the child's music experiences.

Children listen attentively when they know what to listen for and know also that they will have an opportunity to respond in their own way to what they have heard. On days when children feel tension, quiet listening can be a source of relaxation.

Teachers need not hesitate to play the same recording many times. Children, like adults, enjoy what they know. They develop favorites among musical compositions as they do among friends, and they crave the continuing company of each.

Rhythmical Responses to Music

Every movement of the child could be the framework of a musical response. This natural urge and the developmental need of the child should provide the basis of the rhythmic program of the kindergarten.

Rhythmic experiences often are the means by which a child "loses" himself in his world of imagination, and joins freely into group activities. It is desirable to have plenty of room for rhythmic activities.

Rhythmic activities may well follow any one of the quiet periods of the day, but rhythm and music appreciation need not be limited to one period in the day. Music, like poetry, may be introduced at any time when it would seem to complete a particular group mood or to enrich an experience.

Through planned daily rhythmic experiences, the child

- has opportunities to develop a feeling for and a sense of rhythm;
- develops motor coordination and grace, and learns to control his muscular movements;
- cultivates the power of careful attention;
- expresses creative ideas and moods through bodily movements;

- experiences the joy of responding in a group;
- develops social habits which are necessary for group appreciation of music;
- develops habits of listening;
- develops social habits of taking turns in all things; and
- enjoys experiences that promote an atmosphere of spontaneous activity.

In presenting planned rhythm experiences, the teacher

- creates an atmosphere for spontaneous activities with music and rhythm;
- plans for a variety of movements;
- accepts the suggestions of children for rhythmic movements;
- plans experiences that build the concepts of up and down; in and out; back and forth; long and short; heavy and light; fast and slow; loud and soft;
- provides opportunities to use basic body movements;
- uses basic or fundamental rhythms as the starting point, and later combines the basic rhythms in time to the music, such as: walk and run, run and jump, clap and hop, skip and whirl, clap and jump, bend and stretch, tip toe and skip, and many other combinations;
- lets children help plan ways to vary the fundamental rhythms.

Experiences with Simple Instruments

It is important that children use instruments as well as their own voices in making music. They need freedom to experiment with sounds and with rhythm instruments. Rhythm instruments can be used from the beginning of the year to accompany various songs. A few musical instruments to accompany the singing adds to the enjoyment of a song. Instruments should be introduced one at a time.

Early in their kindergarten experiences, children can begin clapping to accompany simple music. Marches are very good music for this. Children can count and clap. Four-four time is best to begin with. Later, three-four time may be introduced.

Marching and walking are excellent basic movements to help prepare for use of rhythm instruments; in fact, all simple rhythms help. Use of rhythm instruments has much educational value, as well as being an activity which most children enjoy thoroughly. After the instruments have been introduced and the children have become familiar with their use, they may find many songs to which they can add the instrumental accompaniment.

BECOMING EXPERIENCES—MUSICAL

In using rhythm instruments, the teacher

- gives children much experience in clapping rhythms and using instruments to accompany songs,
- introduces each instrument separately,
- teaches children to handle instruments in an orderly and efficient manner,
- gives all children the opportunity to play all instruments,
- uses many short songs,
- has groups of instruments play at different times to help the children develop a feeling for the rhythm,
- lets children begin to select instruments which they think will produce the best effects for certain parts of the music,
- helps children learn to follow directions.
- sets up a music center.

Just as children explore language and experiment with vocal sounds and new words, so they should be encouraged to explore music. A classroom music center where children can experiment with and manipulate music materials will help them to develop a rhythmic and tonal sense.

Through experimenting with and manipulating instruments, children reinforce their previous learnings about rhythmic and tonal patterns, and they listen more critically to differences in tone.

In setting up a classroom music center, the teacher

- will place only instruments children will be allowed to use,
- provide opportunities for the children to experiment with different kinds of sounds—plucking sounds, wood sounds, wood against wood, metal sounds, metal against wood, metal against metal, etc.,
- vary the instruments at the center from time to time—drums, rhythm sticks, wood blocks, sand blocks, cymbals, tambourines, bells, melody bells, swiss bells, etc.,
- allow children to experiment with the piano,
- provide a record player and records which the children can operate,
- establish with the children rules for independent use of the instruments.

Creative Music

All children have creative abilities in music, but vary in degree and in kinds of expression. Some children interpret easily, in terms of their own experiences, the music of a song of an instrumental composition; others compose spontaneously the words or music of a song.

BECOMING EXPERIENCES—MUSICAL

A musical activity is creative if it produces something which did not previously exist for the individual or group or if it brings together familiar material in a new relationship. It develops through musical impressions received through listening to music, singing, rhythmic movement, and experiments with instruments; it is stimulated by musical background and by current moving experiences.

Creative expressions may include several phases of music and take many forms of activity. The process of creative expression includes emotional release and a feeling of satisfaction. The experience is generally considered more valuable than evidences of musicianship as a final product.

In stimulating creative activities in music, the teacher must provide opportunities for children to:

- experiment with rhyming words and familiar tunes;
- make musical instruments from various materials easily obtained;
- experiment with many instruments at the classroom music center;
- record efforts of their creative rhythm, words, and tunes for future use;
- substitute words to a familiar song;
- make up songs;
- develop acceptance of and appreciation for other children's creative original ideas.

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ARTISTIC

Art in the kindergarten pertains to creative expression in many media. Through these media, it is possible to watch and study the development of children. These highly malleable materials allow children to express thoughts, feelings and ideas with little interference of structured shape or form. **Stereotyped art stifles the creative imagination**—it causes lack of confidence and insecurity. The child must be free to make his pictures in his own way. The teacher helps the child learn to evaluate his own efforts.

As children work with their art media, teachers should be aware of the child's need to:

- develop self-expression in visual form,
- express feelings,
- nurture imagination,
- increase his powers of observation,
- increase his sensitivity to self and others,
- assume responsibilities,
- exercise judgment and self-control,
- choose and share materials,
- explore and experiment with a variety of materials.

Painting

When he enters kindergarten for the first time, the child may have had little or no experience with paints. It is, therefore, important that he get acquainted in his own way with the materials. He needs to discover for himself the wetness or drippiness of the paint, that too much overlay will cause the paper to tear, careless mixing of paints produces muddy colors. Later, one may apply a few rules such as pressing the brush on the inside of the paint cup to prevent drips and spatters. Patience with clumsy hands and caution in imposing too many instructions too soon will lead children to a confidence that follows the free use of materials.

Finger Painting

Finger painting is a very relaxing, tension freeing activity for those who may need this and a very satisfying experience for all children. Making large, rounded strokes up and down, or across or around, the child gets a great deal of enjoyment from the feel of the paint. He does not use the paints in the same way the adult does but is more likely to finish his picture with a finger-drawn figure, name or design. His main interest is in the sensory experience, plus the experimenting with combining colors to create new colors. He should be given large paper and enough work room to completely free him as he works with the media. The five year old usually will want to save his work and take it home. This is a very fine activity for children who have been held to such rigid standards of cleanliness that they dislike to get their hands dirty.

Clay is another art material which is considered to have therapeutic value. Here again, children can release tension by hitting, beating, pounding, pushing, and pulling. They sometimes work out feelings of aggression and hostility by using this material over a period of time. A ball of clay about the size of a baseball gives the usual child adequate material for working. If the teacher occasionally prepares a ball or two less than the number of children using it, this gives an opportunity to see who will be willing to share a portion with another child. In the beginning, the child will often engage in sheer manipulation of the material, but when he becomes familiar with the feel and management of the clay, the child begins to create things. The very young child (of four, for instance) will often have an idea before he can make it and so will give a name to a flattened piece of clay or a ball, or whatever he finishes. The five and six year old, on the other hand, will be able to produce a recognizable object as a rule. The detail of the object and the skill with which it is made will show the teacher the child's thinking, his small muscle development, and his dexterity in producing his ideas. He will usually want to dry his clay, paint it the next day, and take it home. If, after painting, the clay is given a coat of shellac, it will break less easily. Clay should be worked with the fingers if full benefit and development and growth are desired. If the child wants to use cookie cutters or other implements, give him play dough for dramatic play in the kitchen of the housekeeping area.

Most children enjoy using *crayons.* Those who want to use them to the exclusion of all other art materials should be encouraged to experiment with other media. Since crayoning is a closer, smaller work than painting, it is best to watch the child who wants to use it all the time. He may be the one who does not mix well with the other children and is taking this means of looking busy and occupied. This may also be the tense, rigid child. When children do crayon for the sheer joy of crayoning after passing the manipulative stage, they often produce much detail. They may often make a much more complete human figure; and some children do this who never make the human form with the easel paints or finger paints.

Woodworking

This is one of the most important activities for the kindergarten child as well as one of the most enjoyable. Through the use of wood and tools the child will develop his large and small muscles and his eye-hand coordination. He will learn to be careful in the use of the tools so as not to injure himself or others. He also will have opportunity to improve his social relationships through sharing, taking turns, and developing appreciation for the work of others. He will learn to solve problems and to reason. Woodworking gives children a feeling of accomplishment. In the very beginning some children will do no more than enjoy hammering nails into the wood; but, as they mature mentally and physically, they will begin to have many ideas such as boats, planes, radios, trucks, wagons, and others. Children should be supervised at all times when working with wood. An aggressive child could injure another seriously if left alone with the tools. Woodworking should be introduced near the beginning of the year after several weeks of school have passed.

Here, again, the child will work out ideas which hold interest for him. The materials need to be cut in various shapes and sizes which are useable for him. Pieces of wood that are too large often require too much time in sawing. This is discouraging to the child and he will sometimes give up rather than come back to it another day. He will want to saw but should not have pieces more than twelve inches in length. When the wood is in smaller pieces, he can go ahead and sometimes finish what he starts the same day. As the child matures during the year, he will often make something so complicated that it cannot be completed in one day; and he will come back to it another day. At times a child will work as long as a week or more on one idea if he has acquired this much attention span. After completing his work he often likes to sand it and then paint it. He will usually want to take it home when it is finished. It is important that the wood be soft and of good quality. Soft pine is usually considered to be the most appropriate for the young child's ability.

EXPERIENCES	MATERIALS	SUGGESTIONS FOR TEACHING
1. Clay (flour and plasticene) play-dough	clay, flour and water clay boards air tight container plasticene play dough rolling pins cookie cutters	Prepare in air tight container 4 parts clay 1 part water Let water seep through clay overnight or until completely absorbed. Roll clay into balls the size of a baseball and distribute on a board to children. Keep remainder in container with a lid for later use. Plasticene may be kept in any container since it stays moist and pliable. Play dough is ideal for rolling pins and cookie cutters in the playhouse. Recipe for play dough is as follows: 2 cups flour 1 cup salt Add enough water, already colored by vegetable coloring to mix to make it of biscuit dough consistency. Knead to a good dough and use. In working with clay use a small amount of clay and water to make "slip" to help hold parts together and to smooth out cracks.
2. Tempera Painting	variety of colors of powdered tempera: red, green, blue, yellow, orange, violet, black, brown turquoise, and white unprinted newsprint brushes paint containers easels or other surfaces sponges for cleaning up	Mix paint with water to the consistency of coffee cream. Provide paint containers and carrying holders as needed. Make as few suggestions as possible in beginning.

EXPERIENCES	MATERIALS	SUGGESTIONS FOR TEACHING
3. Finger Painting	commercial fingerpaint or tempera mixed with starch and water finger paint paper or glazed shelf paper	Completely moisten paper. On glossy side spread a tablespoon of liquid starch and sprinkle on desired colors of tempera Bottled liquid starch may be used or use this recipe 3/4 cup laundry starch 1 pint boiling water 3/4 cup soap flakes 1/4 cup talc or talcum few drops oil of cloves or glycerine In top of double boiler mix starch with enough cold water to dissolve and form thick paste. Slowly pour in boiling water, stir constantly until it seems transparent, add talc and remove from stove. When slightly cool add flakes and stir until dissolved. Add oil of cloves or glycerine to preserve. To use remove a small amount and color with tempera. Store in covered jar.
4. Crayons	large crayons various types of paper Manila white art newsprint construction	Have materials easily accessible to the child.
5. Sponge Painting	pieces of sponge cut into various shapes tempera mixture thick as heavy cream various types of paper	Dip sponges in paint and use to create various effects on paper —such as trees in autumn, shapes, etc.

EXPERIENCES	MATERIALS	SUGGESTIONS FOR TEACHING
6. String Painting	various types of string Manila, white, or construction paper prepared tempera of light cream consistency	Dip string in paint—place on one-half of folded paper Fold other half over and hold down one-half while pulling string out and down to make design. Children may help each other by holding top half of paper down.
7. Spatter Painting	screen wire old tooth brushes prepared tempera—coffee cream consistency construction paper various materials such as leaves, paper shapes, etc.	Make box screens by removing top and bottom of cigar box. Cut screen wire to size and shape of rim. Fasten down with masking tape. Place leaves on design on paper. Place screen box over it. Dip tooth brush in paint and rub across screen until desired depth of color is reached. Remove screen and remove design. Dry.
8. Pasting and Cutting	white paste scissors all kinds of paper paste applicators: brushes popsicle sticks or fingers	Let children have free use of materials using their own ideas for self-expression.
9. Collage	variety of paper of different texture paste scissors scraps of cloth, leather, metal, yarn, string, rick rack, lace, etc.	Have all materials available. Children may cut shapes they wish from any of the materials. Arrange as desired and paste to the paper.

EXPERIENCES	MATERIALS	SUGGESTIONS FOR TEACHING
10. Spot Painting	Prepared finger paint Finger paint paper Construction paper Wall paper samples	Fold paper in half. On one-half drop quarter teaspoon of fingerpaint of various colors. Fold over other half and rub until smooth (have some paint on crease). Open to see design. Dry.
11. Payons	payons Manila paper paper towels water	Dip paper towels and lay on Manila paper. Child draws on paper towels with payons using a heavy stroke. When he finishes, he has a picture on his towel and a copy on his Manila paper. Mount if desired.
12. Chalk	chalk Manila or white paper water	Use wet sponge to dampen paper. Draw on damp surface with chalk. Chalk may be dipped in water if brighter color is desired. Chalk may be set by spraying with fixative.
13. Charcoal	charcoal sticks (1" diameter) white art paper	Children draw freely on paper. Gives nice black and white effect.
14. Sand printing	white sand powdered tempera paste	Put sand and tempera in small shakers. Mix to desired color. Make paste design on paper. Shake on colored sand for three-dimensional effect.
15. Woodworking	various sizes of lumber adult tools—saw, hammer, vise, drill, etc. nails dowels spools sandpaper	Allow children to work freely—help when needed by child.

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CREATIVE

Creativity in dramatics may be initially developed through: dramatic play, story dramatization, pantomine, shadow play, puppetry, and all other types of extemporaneous expression. In these activities the kindergarten child spontaneously creates. In his mind, he momentarily becomes the character with which he is identifying. The dramatization may be original in its idea, plot, and character. It may be based on a poem, story or song. It may be the re-enactment of an experience.

All children possess creative abilities. Some children express themselves freely. Others are more inhibited. In an atmosphere of acceptance and encouragement without pressure, even the most timid child will begin to respond. Creativity is an expression of a child's own thinking in his particular way. It is of great value to the development of the child's self-assurance and his ability to relate to others and to his environment.

The dramatic instinct is paramount in the young child. He lives in a world of make believe in which he is usually a supreme character. He temporarily "becomes" the hero, the nurse, the bear, the robber, the train. He tries out these various characters and discovers his best self. What children *DO* has a greater significance to them than what they hear or say. They learn best when they are involved. It is important to keep these facts in mind and make creative dramatics an integral part of the daily kindergarten program.

ACTIVITIES

CREATIVE DRAMATIC PLAY

The child relives familiar experiences in his play—"trying out" life through imitation. In his dramatic play he exposes his understanding of life and his interests. Free dramatic play is desirable in the kindergarten because it:

- gives pleasure to the child in the form of self-expression;
- gives the child an opportunity to bring new ideas into focus, integrate them, and to find reality;
- builds up constructive emotions and relieves tensions;
- gives each child an opportunity to be important;
- gives the teacher insight into the background, needs, thinking, and feelings of the child;
- helps the child understand the behavior of things and people around him;
- provides "real-life" roles for the child to "become" what he plays;
- helps the child to be cooperative; and
- fosters his intellectual development.

The teacher's role in dramatic play is to:

- provide space, material, time, and a conducive atmosphere for wholesome dramatic play;
- offer stimulating suggestions to further desirable dramatic play;
- arouse imagination and curiosity;
- help to "feed" the desire to know;
- help children to listen to each other;
- help children work out solutions to their problems with desirable words and actions;
- promote cooperative activity;
- encourage children to control their voices;
- promote language development;
- provide a housekeeping center with child-size furniture;
- provide stimulating experiences and materials for outdoor dramatic play;

- recognize and help further children's transition from egocentrism toward socialized conversation and logical thinking;
- listen to determine children's problems and needs.

STORY DRAMATIZATIONS

The Teacher's Role

The teacher plays a significant role in guiding creative dramatics. She is challenged to:

- provide an environment to stimulate a desire and interest for action;
- offer encouragement for creative expression;
- recognize the importance of creative expression to the child;
- praise any creative action or dialogue;
- encourage children to enjoy dramatic activity;
- accept children's appropriate creative dialogue;
- refrain from using perfection or imposing adult standards;
- accept the leadership only when presenting a suitable story or poem to be dramatized;
- arouse children's imagination;
- avoid repeating children's comments during planning, sharing, and evaluating periods.

Steps in dramatizing a story:

- Listen to the story.
- Listen to the story again for dialogue.
- Retell a portion.
- Discover what part of the dialogue was repeated.
- Decide what action took place first.
- Choose to be one of the characters.
- Decide what properties are needed.
- Show how you would do the action.
- Be the character you like best.

PUPPETRY

Puppets are frequently used to develop a story. Many kindergarten children find that it is easier for them to be the voice of a puppet than it is to talk directly before a group. The conversation created by the different children reveals feelings and understandings that help the teacher to see what concepts the children have about the characters they are representing.

PANTOMIME AND SHADOW PLAY

Teachers have found pantomime games to be a delightful way to introduce little children to characterization. It is fun to hop like a rabbit or waddle like a duck. As children become more experienced, more difficult pantomime may be produced.

Creating shadow forms enables children to see size and shape, and is a source of enjoyment.

AUDIO-VISUAL

The term, audio-visual, contains more than *hear* and *see.* It has come to indicate materials involving the use of any of the senses. Audio-visual experiences cannot be put into a separate unit because they are involved in nearly every activity in the kindergarten curriculum.

General Objectives

To afford a variety of approaches to a subject.

To afford concrete and vicarious experiences.

To afford stimulus for learning and interest.

Specific Objectives

Experiences Involving Doing Things:

Building with blocks, boards, etc.
Collecting seeds and shells for science.
Experimenting with trains, cars, trucks, clocks and simple machines.
Planting a garden.
Creating with art materials.
Dramatizing, puppet shows, and "being" puppets.

Experiences Involving Listening and Observing:

Exhibits

Collections by the class.
Collections by individuals.
Collections outside the classroom.
Going to other rooms to see special exhibits.

Meaningful Trips

A trip to the fire station.
A trip to the zoo.
Observe the signs of seasonal change.
A trip to a museum, public library, and other places.

Demonstrations and Observations

Teacher and children's experiments.
People at work on a job.
Visitors bringing information to a classroom.
Child sharing objects.

Still Pictures

Viewing filmstrips or slides
Projected opaque pictures
Illustrated story books
Photographs, paintings, and drawings

Recordings

Stories, poetry, literature
Listening to music
Listening to dramatizations

Television and Radio

Tuning in on programs presenting suitable stories
Science reports and demonstrations, music and art experiences

Educational Films

Watch movies of their own school experiences.
Watch pictures showing the wonders of nature, of bird and animal life in particular.
Perceptive follow up of a process, with brief discussions such as making a house, taking a train, boat, plane or bus journey.

Experience Involving Symbols:

Maps of a trip planned or taken
Names on personal belongings
Written statements of child's verbal expression on his creative work
Charts with symbols that have meanings:

Weather charts
Room duty charts
Pasted picture charts
Bulletin boards

Commonly Used Audio-Visual Materials

Mirror, full length
Blackboard
Bulletin boards
Charts—picture, pocket, experience
Materials and accessories for dramatization
Flats, pictures, posters, and prints
Maps and globes
Models and specimens — living animals, plants, rocks, shells
Educational films, filmstrips and slides
Thermometer, and scientific materials
Television and radio
Trips and tours of the building
Records and own recordings, earphones

Opaque projector
Overhead projector, transparencies
Tape recorder, tapes
Books, magazines, newspapers
Magnetic board and items
Flannel board and items
Piano and instruments
Puzzles, games, toys, exhibits and dioramas

Things to Know

What Audio-Visual equipment is available from:

Your school system,
Your school library,
Your county,
Your state,
Your colleges and universities?

How you should order A-V material and equipment.
How to operate your A-V equipment.
How to obtain instructions for the operation of A-V equipment.
How to prepare material for use.
How to make the best use of the material and equipment you have.

Principles To Follow In The Use Of Materials

Careful selection of material by the teacher.
Allow adequate time.
Follow up activity.
Adequate preparation for the use of the material and of any machines that are necessary.
Motivation of the children beforehand.
Coincidence with other meaningful experiences of the children whenever possible.

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BECOMING SIX YEARS OLD

The committee responsible for developing this guide is in full agreement with the following quotes:

KINDERGARTEN GRADUATION?NO!!!—and WHY NOT?

"Kindergarten graduation! No! The five-year old is just at the beginning of his great educational adventure and graduation spells the end. Let's quit this hurry, hurry, hurry!" ——Helen Heffernan, Chief, Bureau of Elementary Education, State Department of Education, Sacramento, California.

"A completely silly, artificial, unchildlike procedure, stimulated by the profit motive and by adult ego, and harmful because it accentuates and perpetuates the foolish break between kindergarten and first grade." ——James L. Hymes, Jr., Professor of Education, University of Maryland.

"Moving from kindergarten to first grade should be publicly celebrated no more than moving from first grade to second, or second to third." ——Russell C. Smart, Chairman, Department of Child Development and Family Relations, University of Rhode Island.

"Mature adults have no desire to exploit children to gratify their own pride. Kindergarten graduation ceremonies are strictly for adults. They add one more unnecessary pressure to the five-year old." ——Glenn R. Hawkes, Professor and Head, Department of Child Development, Iowa State University.

A BUSY LAST DAY

The following account of a last day in kindergarten describes a good day:

A Busy Last Day in Kindergarten

"Twenty-four kindergarten children clear science table, return book to library, sort crayons, check puzzle pieces, wash doll clothes, sand the Jungle Gym, scrub blocks, weed the garden, remove name tags from lockers and generally make their quarters ready for next year's kindergarten children. Refreshed by fruit juice and a sandwich snack the group goes down the hall to deliver to the first grade teacher a hand-decorated folder containing a mimeographed listing of their favorite songs, poems, stories and books. Upon invitation they try out the first grade seats and move about acquainting themselves with the room facilities. Now they return to the kindergarten and each child identifies by name and/or design his own hand-decorated folder containing a copy of the mimeographed materials delivered to the first grade teacher. The teacher reads with them, but mostly *for* them, the titles on the pages. (The included titles had previously been dictated to the teacher by the children.) The reading is frequently interrupted by the singing of a song or the delighted recall of a poem . . . . . As each child leaves for home he takes with him in folder form, or diploma form if it must be, his mimeographed record of favorite songs, poems, stories and books and, it is to be hoped, many recalls of a wide variety of other profitable kindergarten experiences." ——Neith Headley, Professor of Education and Director of Kindergarten, University of Minnesota.